DOCUMENT RESUME

ED 371 132 CE 066 493

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TITLE Success Stories: Minimum Competencies for Early Adolescents. Family & Consumer Education: Home Economics in the Middle School.
INSTITUTION Iowa State Univ. of Science and Technology, Ames. Dept. of Family and Consumer Sciences Education.
SPONS AGENCY Iowa State Dept. of Education, Des Moines. Bureau of Technical and Vocational Education.
PUB DATE 92
NOTE 134p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Competency Based Education; Consumer Economics; *Consumer Education; Curriculum Development; *Early Adolescents; Family Health; *Family Life Education; *Home Economics; Homemaking Skills; Hygiene; Individual Development; Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Activities; Middle Schools; *Minimum Competencies; Nutrition; Personal Space; State Curriculum Guides
IDENTIFIERS *Iowa

ABSTRACT

This guide, which is intended to help middle-level home economics teachers satisfy the Iowa Vocational Education Standards and Requirements, consists of descriptions of 51 successful learning activities developed by Iowa teachers for helping middle school students master 17 minimum competencies in the following major content areas: personal and family health and nutrition, personal (including career) and family development, consumer resource management, and personal and shared space. Each learning activity description contains the following: title, goal, objectives, rationale, learning experience(s), assessment methods, recommended resources, and name of teacher who developed the activity. Included throughout the activity descriptions are ideas for increasing interdisciplinary teaching to facilitate student transfer and integration of knowledge into all parts of life and suggestions for incorporating community resources, parental involvement, Future Homemakers of America and Home Economics Related Occupations activities, and Iowa-mandated human growth and development content into the family and consumer education curricula. (MN)

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Success Stories

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Minimum Competencies For Early Adolescents

FAMILY & CONSUMER EDUCATION: HOME ECONOMICS IN THE MIDDLE SCHOOL

College of Family & Consumer Sciences
CFCS

CE 066 493

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Success Stories

Minimum Competencies For Early Adolescents

Family and Consumer Education:

Home Economics

in the

Middle School

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With partial funding from
Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

Ames, IA.
1992

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Special thanks for support and forward thinking in making this project possible goes to:

Judy K. Brun, Chair,
Family and Consumer Sciences Education and Studies
Iowa State University

Mary Petersen, Consultant,
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Iowa Department of Education

Appreciation is also extended to our advisory council for sharing their expertise and for encouraging the participation of classroom teachers in the development of these success stories.

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Many teachers have made this work possible. Noted at the end of each story, is the contributing teacher's name.

Six working conferences were held across Iowa in Fall 1991 so teachers could develop ways to implement established minimum competencies for early adolescents.

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INTRODUCTION

Historically, home economics in junior high, grades 7 and 8, and in middle school, grades 5 through 8, has received only cursory attention. It was developed as a simplified version of high school home economics; its students were viewed as "miniature" adolescents.

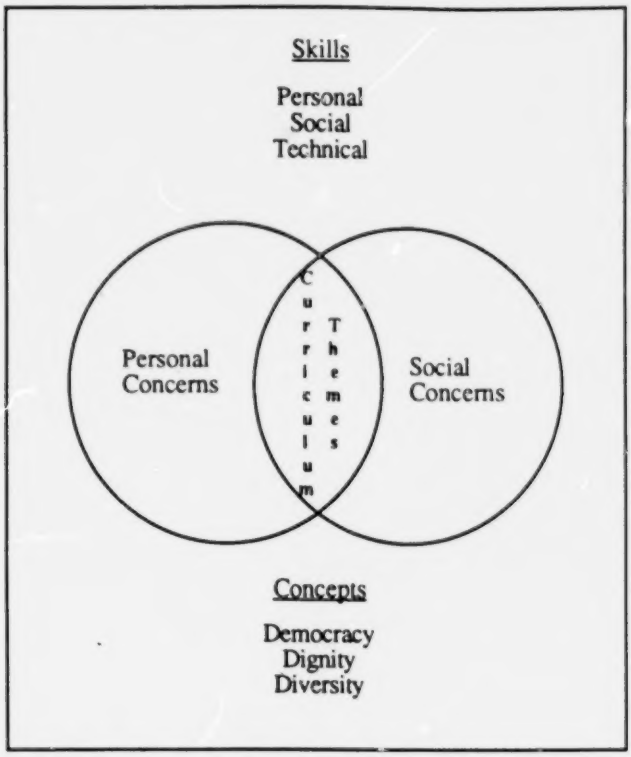
Recently, however, junior high and middle school students ages 11 to 15, have been redefined as a group with important differences and particular needs. Their developmental tasks are different from those of adolescents age 15 and above. All middle-level curricula, then, should differ from those of high school programs and should reflect a different environment and structure. It follows that middle-level home economics teachers should receive specific preparation. An important question for dialogue and action is "WHAT SHOULD BE THE CONTENT OF THE MIDDLE SCHOOL HOME ECONOMICS CURRICULUM?"

SOURCES OF ANSWERS

James A. Beane, a leading middle school educator, suggests that education in middle school should be compatible with life itself rather than with subject-centered content. It should focus first on the concerns of early adolescents and then on the world of which they are a part. The intersection of these focal points, as shown in Figure 1, is the source of curriculum themes. When Beane studies this intersection, what he finds are skills and concepts--personal, social, and technical skills and concepts of democracy,

dignity, and diversity.

Figure 1. A Middle School Curriculum



From James A. Beane, *A Middle School Curriculum: From Rhetoric to Reality* (Columbus, OH: National Middle School Association, 1990). Used with permission of the National Middle School Association.

Changes in high school home economics are also a source of direction for middle school and junior high programs. Education in home economics is focusing more on how family actions affect the development of each individual. The idea that all areas of life may be reduced to tasks--make a garment, prepare food, clean a room--is being replaced by emphasis on social structures--knowledge, relationships, and achievement of mutual

goals. Students are becoming more involved in their own learning and are learning more about themselves, their families, and their place in society. They are validating social values and norms through serious discussion and practical problem-solving approaches. Perennial concerns related to food, shelter, clothing, and human relationships are studied in the context of the current decade. Dialogue, cooperative learning, critiques of the status quo, and group action are promoting independent, yet connected, behaviors of individuals within the family. These philosophies appear to be very appropriate, when adapted properly, to various middle-level curricula.

Vocational concepts, a critical component of vocational home economics offerings at the high school level, are also being adapted to junior high and middle school curricula. Often vocational offerings emphasize an occupational approach; students are expected to develop certain understandings and skills that can be carried with success into homemaker and wage-earner roles. Again, the challenge is not simply to transfer content from curricula for older students to those for middle-level students but to tailor offerings to their needs.

THE IOWA SCENE

In Iowa, the importance of including in home economics offerings the necessary concepts and skills for successful work in and outside the home has been reemphasized by the new Iowa Vocational Education Standards and Requirements effective July 1, 1992. These standards require schools to provide access to vocational education programs for students through competency-based instructional offerings. They also require articulation

between secondary and postsecondary vocational education offerings. Junior high and middle school concepts are included in the standards. In "Family and Consumer Education," the Iowa Vocational Education Standards and Requirements suggest that junior high and middle school curricula include positive self-concept development; personal growth and development; and relationships with peers, family members, and groups in the home, school, and community. Family relations, parenting, child development, textiles and apparel, resource management, nutrition, housing, and health are targeted for attention.

IOWA MIDDLE/JUNIOR HIGH FAMILY AND CONSUMER EDUCATION GUIDE

The guide was developed to help you, as a middle-level home economics teacher, respond to the requirements of the Iowa Vocational Education Standards and Requirements. It was prepared by the Department of Family and Consumer Sciences Education and Studies at Iowa State University. Its development started when project personnel identified more than 300 potential educational objectives from resource materials designed for students at this level. The objectives were organized into seven areas: resource management; housing and the living environment; personal, child and family development; nutrition and food; textiles and clothing; health; and careers. Then, main ideas from the objectives were condensed into 34 competency statements. Middle school teachers, counselors, administrators, and parents were asked to prioritize the competencies for students ages 11 through 14. From their listing, 17 key competencies in Family and Consumer Education for middle-level students were selected.

The key competencies, which are highlighted in boxes on the pages of the success

stories that follow, provide the structure for this guide. They can serve as a standard as you review current programs and expand future offerings. The suggested competencies address four major content areas:

- Personal and family health, including nutrition
- Personal and family development, including careers
- Consumer resource management
- Personal and shared space

The guide's curriculum "Success Stories" were gathered from more than 100 middle-level home economics specialists like you, Iowa teachers interested in sharing ideas for implementing the minimum competencies. These "Success Stories" take into consideration the national middle school movement, new directions in home economics content, and increased concern about the employability of our nation's youth. They emphasize the developmental needs of early adolescents and stress student involvement that carries into family and community activities, thereby helping adolescents prepare for life. They guide you to incorporate community resources, parental involvement, Future Homemakers of America and Home Economics Related Occupations (FHA/HERO) activities, and Iowa-mandated human growth and development content. The hands-on involvement of students can take place with a minimum amount of equipment and special facilities.

This guide also offers ideas to increase interdisciplinary teaching so that students can transfer and integrate knowledge into all parts of their lives. It provides lots of opportunities for classroom communication and action, and stresses decision making rather

than content memorization. It emphasizes teacher-student sharing, stimulates individual ideas, and empowers both students and teachers.

The ideas presented are "the stuff" of daily life for early adolescents--now and as they become adults. You can use the guide as you play a pivotal role in changing your middle-level home economics curriculum. This document answers the question "WHAT SHOULD BE THE CONTENT OF THE MIDDLE SCHOOL HOME ECONOMICS CURRICULUM?"

HEALTH CONCERNS OF EARLY ADOLESCENTS

Evaluate health choices based on long-term effects on self and others (e.g., noise level, stress, smoking, drinking, sexual activity).

Objectives

Identify health concerns of teens.

Research information on health concerns a teen may have.

Determine how specific health concerns affect teens' lives.

Evaluate the long-term effects of teens' health choices.

Rationale

Early adolescents have many health concerns that are often not addressed at home or in school (e.g., being slim, having blemishes on face). This activity gives students an opportunity to explore specific concerns they may have. Through sharing information, they can learn more about the concerns of their classmates. Using several kinds of media (student reports, books, videos, and filmstrips) will allow the teacher to present this information in ways that will address a wide variety of student abilities and interests. A relaxed atmosphere should also create a feeling of security for students so they can share their feelings and ask questions freely.

Experience(s)

Start this experience out with a brainstorming activity. Have one person be the recorder and have students brainstorm health concerns that adolescents of today may have. The teacher may suggest ideas to get the activity started. Ideas my students have come up with are drugs, drinking, STD's, access to weapons, steroids, anorexia nervosa, bulimia, and weight. After you have a list, talk about ways these concerns affect adolescents directly and indirectly.

Have students volunteer to research the topic that is of interest to them and write a paper on what they find. Try to get at least one student per topic. Because most topics are large, they can choose one aspect of the topic to research in more detail. Set the standards for the paper up front with the class. Let them know the length, content, and number of

references to use. A checklist is a good tool to use. If it is appropriate in your school, spend a couple of days in the library helping the students research their topics. Make out a schedule to show what topics will be shared each day. I suggest one topic per day if time allows.

Each day have students with a particular topic present their information. Then show a video or filmstrip you have found relating to the topic. Lead a discussion on the topic. Suggested questions:

- How big of a concern do you think this is for teens in the U.S.? In Iowa? In your community?
- Why might this be of major concern to one teen but of much less concern to another?
- What are ways you can protect yourself from this problem?
- What choices can you make concerning this problem, and what are the long-term effects of these choices?
- Are there ways to solve this problem? Can you help? How?

Continue presenting each topic in a similar manner with similar questions.

When all topics have been discussed and students have shared freely, read the following poem to bring closure to the topic:

What you ARE is far more important than what you are NOT. What you DO is far more important than what you do NOT. What you BELIEVE is far more important than what you DOUBT. What you CAN BE is far more important than what you HAVE BEEN.

Assessment

One way of assessing students would be to check their reports to see if they have met the requirements set out for them.

Another way I have used to assess them is to have the students write a letter to the superintendent or principal telling of a concern they have and why it is important that students in their school system be taught about this problem. They may use the topic they researched or one they feel is very important. They should give the reasons they believe it is important.

Students could also survey other students about which of the topics were of greatest concern to them and why. They could then write a paragraph on their research findings. Surveying the newspaper for articles on these health concerns and evaluating the information would be another way of assessment.

Resources

Domblewski, C. (Ed.). (1991). Teen living. Englewood Cliffs, NJ: Prentice-Hall.

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Judge, S. (Ed.). (1991). Life management. Englewood Cliffs, NJ: Prentice-Hall.

Sherrie A. Engel

TIME-OUT FOR STRESS RELIEF

Evaluate health choices based on long-term effects on self and others (e.g., noise level, stress, smoking, drinking, sexual activity).

Objectives

Identify sources of stress for students.

Explain effects of prolonged excess stress on health and relationships.

Implement a variety of stress reliever exercises.

Evaluate feelings after using stress relievers.

Rationale

Uncontrolled stress is a factor contributing to many illnesses. Stress and its effects also can contribute to conflict in relationships. Because coping with stress is a lifelong challenge, understanding stress and stress management techniques can be helpful at any age.

This activity is designed to model short stress breaks that can help students relax. Many students indicate that they have difficulty falling asleep at night and difficulty relaxing when they are on edge during the day. This is not an activity planned to fill one class period. Rather, after its introduction, it is designed to take only a few minutes out of a class period to use. I believe it is one thing to talk about stress but another to give students simple techniques they can use in their lives so that they can feel the benefits of being able to unwind.

Experience(s)

A. To begin an introductory lesson on stress management, get an air pump or helium tank and two medium-size balloons. Ask one student to help you operate the air tank. Explain that the balloons represent your body in a relaxed, controlled state. Have each student share a stress-producing circumstance. As each person adds a new idea, add a puff of air to the first balloon. Record causes of stress on an overhead, board, or flip chart. Continue to have students suggest new ideas until the balloon pops.

Have a brief class discussion on the relationship between unresolved stress, accumulated stress, unhealthy stress, and the popped balloon. Discuss the possible effects of exploded stress on others.

Now take the second balloon and blow it up (without popping it) to signify a stressful state. Do the round robin sharing again, but this time ask for ideas to reduce stress. As each student shares an idea of how to reduce stress, a small puff of air is released from the balloon, showing the release of stress. Again, record the ideas shared. As the ideas are added, the balloon gradually returns to its original relaxed state.

B. The experience is followed with a teacher presentation about harmful or uncomfortable stress and the short-term and long-term effects that unrelieved stress can have on our bodies and our relationships with others.

C. Each day one of the following stress relievers are modeled until they have all been covered.

1. Relax in a chair. With eyes closed, breathe slowly and deeply. With each breath that is slowly exhaled, mentally tell a certain part of the body to relax and allow it to do so. (Example: The teacher would say, "Tell your neck to relax, your shoulders, arms, back, hips, and legs, etc." When the exercise is completed, continue to breathe slowly with the entire body relaxed.

2. Individually tense the various muscle groups of the body. Hold them tensed for several seconds and then release them.

3. Have class members give one another back rubs.

4. Have quiet time with absolutely no noise allowed in the room for two minutes. (Lights off)

5. Turn off the lights and play very soft, easy-listening music while students keep their heads down for two minutes.

6. Tell short, very funny stories that will allow everyone to have a good, hearty laugh.

7. Jog in place for two minutes.

D. When finished with an activity, have students express how they feel, and explain the value of each example in helping us relax.

Assessment

Students keep a stress journal. In the journal, they record each stress reliever presented

in class. They practice each out of class and then write an evaluation of the activity, including the cause of stress and how they felt after using the stress reliever.

Encourage sharing stress relievers with a parent or other adult. Document their reactions to the activity.

Additional activities

FHA/HERO: For a chapter meeting, a committee of students could be "Relaxation Magicians." Using magician's props, they teach the group several relaxation activities.

Put together a "music to study by" tape that encourages relaxation. This could be used by individuals in study areas at school.

Encourage students to develop their own stress relievers and present them to the class at later times.

Resources

Home economics middle school resource guide: Helping early adolescents solve problems in caring ways. (1990). Columbus: Ohio State University, Instructional Materials Laboratory.

Bunnell, S. (1988). Stress management for teens: An activity pack. Mansfield, OH: Opportunities for Learning.

Comments

Once all stress relievers have been modeled and tried by the students, I use them only when the students request "Time-Out" or when I sense that they need a stress break. It is amazing how often my 7th-grade students request a stress break; and when I ask, they can cite a legitimate source of stress for them at that particular time.

Karlene Wonderlich & Madelyn Priebe

THE CON GAME

Evaluate health choices based on long-term effects on self and others (e.g., noise level, stress, smoking, drinking, sexual activity).

Objectives

Recognize ways people "con" others into something before they know what's happening.

Determine how drug dealers work.

Rationale

This activity was a simulation experience carried out as a part of Red Ribbon Week. The purpose of this week is to encourage students to believe that it is okay to say no. As the class began planning activities for this week, the students expressed a desire to make the concept of saying no become real. Could our students really resist someone who was selling them something they didn't want? The students brainstormed and came up with the following activity. The planning and activity took place during a three-week period, partly during class and partly outside class.

Experience(s)

We watched a film and discussed what kind of persons pushers are, what techniques they use, and how they dress and act. All of the students were given an opportunity to apply to be a pusher. Application forms asked such questions as: What makes you think you'd be a good pusher? What kinds of lines would you use? What types of students would be your customers?

Five of the 12 students who took applications actually applied. All were allowed to be pushers. On Monday each of them was given an unusual but appealing kind of wrapped candy. They gave samples to students. They told them all sorts of things: "It will make you smarter," "It's so-and-so's (a popular student's) favorite," "It will make your breath fresher," "I want you to be my friend." The pushers told students if they wanted more they'd sell them some for a penny a piece. The activity continued for three days. Each pusher kept a list of who had purchased, how much, and some of their comments.

On Friday an assembly with all students and faculty was held. The sponsoring teacher told of a problem in our school that had come to her attention. She asked for anyone with

information about this to come forward. After waiting momentarily, the five pushers, with long, guilty faces, confessed. They told how they felt doing the job and what they had used for lines. They were interrogated by the principal and teacher and a few students in the audience. They then called out all the people they had conned. These people lined up behind the pusher. They were asked their feelings now that they knew they'd been taken in. They were also given back their money.

Assessment

The first day the students were selling the drug-candy, we had to impose a limit of 10 pieces of candy per sale. The pushers were bombarded with requests from those they'd given candy to and from others who heard there was some for sale.

The faces of the audience at the assembly showed we really had fooled a lot of people. A follow-up evaluation of all Red Ribbon Week activities merited such comments as: "Too real," "Surprised so many people were conned," "I didn't know that's how pushers work," "I thought pushers were people you didn't know and trust and that they look and dress differently," "This really made me stop and think."

The pushers comments were: "I was surprised how easy it was to get people to take them," "I couldn't believe the types of kids (popular, not popular, young, even a couple of teachers) I convinced that the candy was good for them," "I didn't like what I was doing. I don't like to harm people and take their money."

Resources

Sunburst Communications (Producer). (1988). Drugs, your friends, and you: Handling peer pressure [Videotape]. Pleasantville, NY: Author.

Doob, & Atkinson. (1990). These kids are tough! True stories of real teens resisting drugs [Videotape]. Mansfield, OH: Opportunities for Learning.

Marilyn Leerar

TALE OF THE TASTE BUDS

Analyze diets according to personal needs (e.g., nutrients, size of servings, cost).

Objectives

Identify the relationship between taste and areas of the tongue.

Identify personal food preferences for food groups by taste.

Examine form and amount of carbohydrates and fats in foods.

Rationale

Students' food habits are directly related to personal tastes. To interest students in a nutrition unit, this activity uses foods they like and prefer.

Experience(s)

As the students enter the room they find at their tables paper cups of liquid, labeled only by colored rings, one cup is plain water, one salt water, one sugar water, and one lemon water. The ratio of water to the other ingredient should be the same in each container, e.g., 2 cups water to 1/4 cup salt, sugar, etc.). Their tables also have containers of toothpicks and paper plates containing saltine crackers and potato chips. Students are then asked to take a toothpick, to wet it in one designated container, to touch the tip of their tongue, and then to record what, if anything, they tasted (What was the liquid?). Next, they use another toothpick dipped into same liquid and place it on a different section of the tongue (back of tongue, underneath side of tongue, etc.) They do this with each sample liquid, touching two different sections of the tongue, being sure to include the tip of the tongue. Have students record what they taste and the strength of the taste (slight, distinct, or strong) each time. At the conclusion of this, have the students discuss their findings.

Tell the students that the ratio was the same for each of the ingredients. Ask why the tongue didn't react the same way to each liquid. Which sections of the tongue picked up the various taste differences the strongest? Which tastes did they prefer? Compare their taste preferences with those of others sitting at same table. Have students compile lists of foods they like that fit each taste preference. List can also be compiled of foods that fit

into the least-liked taste preference. Then ask students to explain the reasons for their preferences and dislikes.

Have students list foods from each food group that fit into their preferred food tastes. Discuss the relationship between taste and the food's use in the body.

Crackers are used to help explain how the body uses carbohydrates. Students first take small bites of crackers and chew until nothing is left to swallow. Ask what taste sensation they had. This will help to explain how starch is turned to sugar.

Potato chips can be used when discussing fat. Each table is given a lit candle and paper towels. Hold the potato chip one and one-half inches above the flame, allow it to get warm, and blot it on a paper towel to remove fat. Continue doing this until one corner of the potato chip is grease free. Examine the paper towel to determine the amount of fat removed. Ask students to eat the chip and discuss the change of flavor. (One can also give students different brands of potato chips and compare fat amounts).

Assessment

A written report that explains preferred food flavors could be presented.

An oral report of findings regarding food preferences and food dislikes for each food group could be given.

Resources

Kelly, J., & Eubanks E. (1988). Today's teen. Peoria, IL: Glencoe.

Kowtaluk, H. (1992). Discovering foods (3rd ed.). Peoria, IL: Glencoe.

Medved, E. (1990). The world of food. Englewood Cliffs, NJ: Prentice-Hall.

ImaGene Dieckmann

FAT AND YOUR HEART

Analyze diets according to personal needs (e.g., nutrients, size of servings, cost).

Objectives

Identify examples of foods that are low in fat and high in fat.

Determine amount of fat in a food item from label reading or from using a fat composition chart.

Select a snack within your fat budget.

Recognize the relationship of fitness and nutrition to health.

Rationale

Most early adolescents develop eating habits similar to those of their parents. Changing eating habits when they are adults becomes very difficult because of long-time learned behavior. Giving adolescents experiences with lower fat diets and an understanding of their importance may lead to better routines in fat consumption. This improvement will reduce the chances of heart disease.

Experience(s)

The classroom was organized with four different learning centers. Center number one included a poster area with pictures of the heart and the arteries, a model of the heart, and a poster of risk factors leading to heart disease. Center two included model food with the amount of fat represented by butter pats, each representing five grams of fat. Center three included packages of food with amounts of fat per serving listed on the label. Food items included potato chips, popcorn, saltines, club-type crackers, sherbet, ice cream, cheese slices, fruit slices, fruit juice, and cookies. This center also included a fat comparison chart and flash cards containing the amount of fat in each food item listed on the back side. Center four was the Fitness Fun Run. (Obtain the FITNESS FUN RUN [available from Cornell University, see resources under Stine], enlarge each square, and put each number on a separate sheet of large construction paper. Then laminate the sheets so they can be used without being ripped. Put them on the floor and let the students walk from one number to another as directed by the game. As they walk through the game, students keep

track of scores to determine their "nutrition fitness.")

At the beginning of the class, students were divided into four groups. Each group began at a specific center and then rotated until all students had visited each center. At the conclusion of this exercise, the teacher conducted a discussion with students about family members who had heart disease and what they remembered as possible causes or cures for the heart problems.

After the initial discussion, the centers were reviewed as a group. Center one included information on how fat in the diet could block the arteries that lead to the heart. This problem was compared to a water pipe with calcium build-up. Students discussed the inevitable result that the fat build-up would cause the heart not to get enough oxygen and food. Center two included a discussion of what foods had the most fat. Using paper food models or food wrappers, students compared the fat content of whole milk, 1 percent milk, fruit, french fries, fried chicken, and a turkey sandwich. At this time the students were given "fat bucks" representing the amount of fat they would be allowed to spend on a snack. The fat bucks looked like paper play money and were in a paper wallet. The teacher acted as the bank teller while the students purchased their snacks. Selected snacks could be provided at a later date.

Discussion of materials in the other two centers were held in a similar manner.

Assessment

The class was divided into three groups and asked to write a high fat menu (above 40 grams) and a low-fat menu (below 20 grams) using a fat comparison chart that included foods commonly liked by adolescents. Discussion of menus was held, with other groups making suggestions for lowering the fat content.

Resources

American Heart Association. (1984). Nutritious nibbles. Dallas, TX: Author.

Dairy Council of Wisconsin. (1991). A cheese lover's guide to lower fat cheeses. Westmont, IL: Author.

How to eat less fat (NCR 336). (1989, November). Ames: Iowa State University, Cooperative Extension Service.

Stine, R. L. (1988). Alive: Food and fitness for life. Parachute Press. (Available from Alive, Division of Nutritional Science, Cornell University, Ithaca, NY 14853)

Jean Christenson & Sharon Hoover

SERVE UP THE RIGHT SIZE

Analyze diets according to personal needs (e.g., nutrients, size of servings, cost).

Objective

Identify the portion size of a food that must be consumed to count as a full serving.

Rationale

This activity is planned to give students information on serving sizes. Middle school students do not know what amount of food can be counted as a serving.

Experience(s)

Students choose from a group of three serving sizes of the same food items identified as A, B, or C. Food items could include peanut butter, corn, spaghetti, ice cream, and cereal. The food items are dished up in bowls, plates, or glasses, covered with clear plastic wrap, and refrigerated until the activity. Students are given a check sheet and are asked to choose the portion size that represents a standard food serving for that food item.

Beverage glasses in several sizes and shapes will be lined up for the students to examine. If milk is served from a machine at the school, be sure to include a glass from the school lunch program. Encourage the students to decide what size glass they might use at home. Ask the students to choose which glass or glasses will contain a serving of milk when filled.

Using liquid measuring cups, the students determine how full each glass must be filled to equal one serving. How many servings do the largest glasses hold? The smallest?

Use food models or real food to explore how much food makes up a serving. Students really enjoy using vinyl plastic food models if they are available.

With a variety of cereals, have the students weigh one-ounce servings of several different cereals using a kitchen diet scale. Compare how large each serving is by pouring the cereals in identically shaped cereal bowls.

Direct students to sources where they can find information about serving sizes. Have the

students research how standard serving sizes for food groups are determined.

Ask students to measure or weigh the foods they have eaten at a family meal and report to the class.

Assessment

Test students on serving sizes needed to meet recommended guidelines for food groups in a nutritious diet.

For extra credit, encourage students to involve their families in measuring food portions eaten at family meals.

Resources

Kowtaluk, H. (1992). Discovering food (3rd ed.). Peoria, IL: Glencoe.

Life/form replicas: Vinyl food models. Fort Atkinson, WI: Nasco.

National Dairy Council. (1990). Food models. Rosemont, IL: Author.

Pennington, J. (1989). Bowes and Church's food values of portions commonly used (15th ed.). Philadelphia: J. B. Lippincott.

Science and Education Administration. (1981). USDA: Nutritive value of foods (Home and Garden Bulletin, No. 72). Washington, D.C.: U.S. Government Printing Office.

Jean Albinger & Rosemary Pacha

"SOUP'S ON"

Select food based upon its characteristics (e.g., calorie level, amount of preparation, storage life, palatability, nutrient density, cost, additives, packaging).

Objectives

Compare and contrast different forms of soup according to selected criteria, e.g., flavor, preparation time, cost, sodium content, nutrient density, and calories.

Explain why using the liquid left from foods cooked in water is good for making soup.

Create specialty soups by identifying other ingredients that could be added to convenience and homemade soups.

Rationale

The food group that tends to be lacking most in the diets of early adolescents is the fruit and vegetable group. Convenience forms as well as homemade versions of soups are one way that vegetables can be incorporated into each student's diet. Students have the opportunity to see how all food groups can be represented in their diets by including different soups for lunch, dinner, and even breakfast. Students compare and contrast food products. They learn the benefits of recycling liquid from cooked foods when preparing soups, and they also use creativity in developing new soups by adding additional ingredients.

Experience(s)

After students recognize how soup provides ways to include vegetables in their meals, the students are divided into cooperative learning groups. The student whose birthday is closest to January 1 will be the recorder. The person next closest will be the facilitator. The third person will be the reader. Pass out cards explaining each student's role. The students are given a simple soup recipe. They prepare the soup by cooking vegetables and saving the liquid left over from the vegetables for the soup broth. This is refrigerated for use the next day. Discuss why the use of this liquid is beneficial.

Each group is given two convenience soups, and their homemade soup to heat and prepare for tasting. On a chart, the recorder writes information about each soup. Students then

compare and contrast the three soups and select the one they would feed their families. Students support their selection by using the recorded data. In their groups, students also create ways the different soups could be made special with the addition of other ingredients.

Assessment:

The students make a poster summarizing their comparison of the different soups. Points will be given for each reason that relates to selected criteria. Students will be evaluated on their roles within their cooperative learning group.

Resources:

Breeden T., & Mosley, J. (1991). The middle grades teacher's handbook for cooperative learning. Tampa, FL: National Resource Center for Middle Grades Education.

Clayton, N. (1990). Young living (5th ed.). Peoria, IL: Glencoe.

Forte, I., & Mackenzie, J. (1991). Pulling together for cooperative learning: Cooperative learning activities and projects for middle grades. Tampa, FL: National Resource Center for Middle Grades Education.

Janean Kolbet

BURNING CALORIES

Select food based upon its characteristics (e.g., calorie level, amount of preparation, storage life, palatability, nutrient density, cost, additives, packaging).

Objective

Calculate the number of calories in common food items and the amount and type of exercise needed to burn that amount of calories.

Rationale

This activity is designed to increase the students' awareness of the energy in foods by calculating the energy they consume in class. The activity is an introduction to the concept of balancing food energy intake and activity energy requirements.

Experience(s)

The activity begins by asking students energy-saving questions. Each student who answers the question with a yes is rewarded with one, two, or three pieces of food (e.g., M&M's, raisins, peanuts, cheerios, sunflower seeds). Suggested questions might include:

How many of you walked to school today?
Who used a wind-up alarm clock this morning instead of an electric or battery-operated one?
How many took a quick shower instead of a tub bath?
Who let their hair air dry instead of blow-drying?
Who put on layers of clothes to stay warm rather than turning up the heat?
How many of you ate breakfast at home instead of eating out this morning?

Try to ask enough questions so every student has at least one food reward. Do NOT let the students eat the food until later.

After distributing all your food rewards, give the students 30 seconds to "swap" their food. They may want to trade M&M colors, trade raisins for M&M's, peanuts for sunflower seeds, etc. Before they eat the food rewards, have students record how much food they have. Students may now eat their food.

After they eat the food rewards, have the students calculate how many calories they ate and

how much exercise they need to perform to burn the energy from the food they ate. To calculate the number of calories in their food rewards, follow these steps:

1. Record the total number of calories in one package of the food.
2. Get an average number of pieces in each package by counting about four packages and dividing by the number of packages. (Or weigh out several servings using the serving-size weight on the package and a food scale; then count the pieces to establish the average number in a serving.)
3. Divide the total number of calories by the average number of pieces.
4. Record on the board the amount of calories in one M&M, one raisin, one peanut, etc.
5. Have students figure their total calorie intake using simple multiplication. Total calories may be rounded off.

Using a chart of exercises and calories burned, students calculate how long they need to exercise to burn the calories consumed. For example, use the following: five "jumping jacks" per M&M, and only two for the raisins.

Have the students do an exercise to burn the food energy they ate. When they burn all the energy, they may sit down. Those students who ate the most high-calorie foods will remain exercising longer.

Discuss calorie content of popular foods. Compare high-calorie foods with low-calorie foods.

Assessment

Have students plan a well-balanced day's diet, including three meals plus two snacks. Have students compute the total daily intake of calorie energy and propose an exercise schedule to burn all the energy for the day. Use the What Did You Eat Yesterday? computer program for planning and evaluating the day's diet. The program evaluates one day's diet and allows students to refine their nutrition goals by asking "what-if" questions.

Resources

Data, D. (1989). Jumping Jack Flash [Computer program]. Mansfield, OH: Opportunities for Learning.

Learning Seed (Producer). (1984). Weightcalc [Computer program]. Lake Zurich, IL: Author. (#71APPLE or #711IBM)

Learning Seed (Producer). (1986). What did you eat yesterday? [Computer program]. Lake Zurich, IL: Author. (#57APPLE or #571BM)

Van Ryswyk, V. (rev. 1987). Burning Calories: Iowa Developed Energy Activity Sampler 6-12. Des Moines: State of Iowa Department of Education.

Verna Bachman McNeal

SKELETONS AND YOU

Select food based upon its characteristics (e.g., calorie level, amount of preparation, storage life, palatability, nutrient density, cost, additives, packaging).

Objectives

Identify the amount of calcium early adolescents need on a daily basis.

Compare alternative calcium-rich food choices.

Write a day's menu that includes four servings of a calcium-rich food item.

Rationale

Early adolescence is an age of rapid growth, including changes in bone formation. Adolescents have increased calcium needs. Bone development begins in childhood and progresses through forty years of age. Adolescents must obtain needed amounts of calcium from food sources to assure optimal bone formation during this growth period.

Experience(s)

The milk group is the first food group discussed in nutrition class. Invite a local hospital's dietitian to share information. Our presentation was in the middle of October. The classroom was decorated with life-size paper-plate skeletons. The dietitian brought model teeth from a local dentist's office, a spine replica, and X-rays. The X-rays showed fractures and a case of osteoporosis.

Class discussion should include facts on bone development, why calcium is important, daily calcium needs, good sources of calcium, and a question section for anyone knowing a friend or family member who had broken bones or a dowager's hump. Calcium supplements are discussed; it should be stressed that supplements are not meant to be a replacement for milk, just a supplement.

The sample x-rays can be examined for evidence of osteoporosis, which is caused by lack of calcium. Bones can be compared to hollow tubes. If these tubes are lined with calcium now, they will be denser and firmer now and in later life. This density could eliminate unnecessary fractures.

A filmstrip from the National Dairy Council titled "Are you at risk for bone disease?" is viewed and discussed. Dairy Council handouts are given to each student for a take-home reminder.

Assessment

Divide the class into groups and ask them to write menus for two days. They must include the four needed servings of calcium per day. One menu could include glasses of milk, while the other menu includes alternate sources of calcium. Menus are given to another group for evaluation. Discussion and evaluation of menus follow.

Resources

American Dietetic Association. (1986). Calcium the bone builder. Chicago, IL: Author.

National Dairy Council (Producer). (1991). Are you at risk for bone disease? [Videotape]. Rosemont, IL: Author. (Available rent-free from your local Dairy Council)

National Dairy Council. (1990). The all-American guide to calcium-rich foods (2nd ed.). Rosemont, IL: Author.

What every women should know about osteoporosis. (1986). South Deerfield, MA: Channing L. Bete Company.

Why all the concern about osteoporosis? (Pm 1175). (1988, June). Ames: Iowa State University, Cooperative Extension Service.

Jean Christenson

DRINKS OF DISTINCTION

Select food based upon its characteristics (e.g., calorie level, amount of preparation, storage life, palatability, nutrient density, cost, additives, packaging).

Objectives

Identify the characteristics of food, which include appearance, flavor, nutrient density, processing, packaging, and consumer cost.

Distinguish visual, textural, and flavor characteristics among several food samples.

Determine unit cost of food items when given total cost and unit weight.

Rationale

The recent dietary guidelines encourage a greater variety of foods in the American diet. However, consumers may be reluctant to try new food items or "designed" foods unless they can conceptualize descriptors of flavor, texture, and taste. If students can describe the flavor and appearance of a number of food items, they are more likely to accept them in their diet. This in turn will give them a greater variety of choices when determining nutrients needed in relation to amount of money available for food.

Experience(s)

From food products available at your local grocery store, select three or four products with similar or same names. We selected flavored mineral water beverages (Clearly Canadian Country Raspberry Sparkling Mineral Water beverage with natural raspberry flavor, Everfresh Red Raspberry Sparkling Mineral Water with Pure Fruit Juice, and Klarbrumm Natural Raspberry Sparkling Mineral Water). Before class, hidden from student view, we poured a large amount of each product into a tall clear pitcher labeled A, B, and C, respectively. Then we placed the pitchers at three stations in the room. In class, we asked the students to make a chart on a piece of paper with three sections, each labeled with the corresponding letter. Students then recorded characteristics of each sample that they could observe in the glasses. Second, we asked them to sample the food product. For our flavored mineral water beverages, we gave each student a small paper cup and a napkin to catch any drips. They quickly sampled each food product by pouring a small amount in their cups and drinking. Then they recorded the flavor and texture characteristics they

encountered.

As a group, the class compared the various products. Adjectives and other descriptive phrases were offered for each product. Characteristics most often mentioned were color, sweetness, flavor, effervescence, and texture. Finally, purchasing and label information was given, such as container type, contents, nutritive value, weight amount, and cost. Students computed the cost per ounce for each product and recorded the information on their chart. With this information, students wrote summary paragraphs describing their recommendations by preference and appropriateness.

After students practiced their skills in describing and differentiating among flavors, the process was conducted with a second group of beverages. This time apple juice was used, but the packaging varied (glass bottle, can, drink-in-a-box). (We used Speas apple juice and Speas Parent's Choice apple juice fortified with calcium and vitamin C). Again, the products were placed in labeled, identical containers. Students made charts, sampled the products, and recorded descriptions. After comparing flavor descriptions, students were shown the containers and given label and purchasing information, including nutritive value, weight, and price. They analyzed their results for the same name-brand product when offered in a variety of ways.

Assessment

The charts and summary paragraphs provide evidence of individual student work. To provide each student with a score, give one point for each definitive statement in the summary paragraph and extra points for an informative chart. The group discussions as students compared their observations were most helpful in developing descriptions that could be understood and communicated to others. Students recognized that several factors (flavor, cost, nutritive value, and packaging) can affect the consumer decisions that we make.

Resources

American Home Economics Association. (1988). Designing foods. Alexandria, VA: Author.

Appel, C. E. (1985, July). Taste does not equal flavor. Chemtech, 15(7), 420-423.

O'Mahony, M. A. P. (1984, May/June). How we perceive flavor. Nutrition Today, 19(3), 6-15.

Cheryl O. Hausafus

DRINK YOUR JUST DESSERT

Prepare simple, nutritious food items (e.g., raw food, cold food, microwave food, blended food).

Objectives

Use a blender to prepare a food item.

Compare the low-fat, low-cholesterol recipe version of a dessert drink to the original version by calories, fat, and cholesterol levels.

Prepare several versions of a blended ice cream-like dessert drink.

Rationale

Adolescents like sweets and desserts, and many families rely on ready-made convenience foods for desserts. Many of these foods are purchased without concern for cholesterol or fat. Dietary studies show that many adolescents have weight problems directly related to their fat/cholesterol intake. This lab promotes products that are low in fat and cholesterol, that taste good, have a pleasing texture, and are quick and easy to prepare. The food items are commonly found in homes and are easy to purchase in supermarkets. This activity also encourages the use of the blender, a sometimes-forgotten home appliance.

Experience(s)

The teacher demonstrates the use of a blender in preparing a drink. Using cookbooks in the classroom, and recipe pamphlets from companies or organizations, have students find recipes for blended drinks that could be served as a dessert. Students brainstorm to develop a list of low-fat, low-cholesterol products available in local supermarkets to make these beverages. List these products on a transparency. Survey the students to see which products they have used previously. Each lab group will prepare a recipe using low-fat, low-cholesterol products in a recipe.

Before preparing the dessert drink, have the lab groups determine the fat, cholesterol, and calorie values of a single serving of the dessert drink using regular ice cream and using the low-fat, low-cholesterol product. Present this information on a graph, chart, or bulletin board display. Include copies of the dessert drink recipes. Write an article about the lab and the results for the school newspaper or the district newsletter.

After the various dessert drinks are prepared, have each group serve its dessert drink to all class members for a taste test. Individually, students write a paragraph about the products. A group discussion about the taste and texture of the products follow.

Have students prepare one version of the drink with regular products and another with the low-fat, low-cholesterol products. Middle school teachers and staff serve as taste testers and rate the drinks according to taste and texture on a prepared form. Students prepare a summary of the results to read over the intercom during the daily announcements.

Assessment

The graphs, charts, or bulletin board displays can provide evidence of group work. The individual food evaluation paragraph can provide evidence of individual learning. The discussion of dessert drinks for taste and texture serves as an informal evaluation.

The written summary for the school newspaper or district newsletter would be another assessment tool.

Resources

Netzer, C. T. (1986). The brand-name calorie counter. New York: Dell.

American Automotive Association. (1990). First a friend, then a host: Party tips and nonalcoholic recipes. (Available from AAA Traffic Safety Department, 1000 AAA Drive, Heathrow, FL 32746-5063)

Comments

This activity is a good activity for Red Ribbon Week (antidrug) activities. The recipe pamphlet "First a friend, then a host" promotes nonalcoholic drinks for desserts or parties. An additional student taste-test panel could provide results to be tabulated and reported. In a small school, every student could have a small sample. In a large school, perhaps a sports team or other student group could be invited to be the tasters.

Each drink could be prepared for a family dessert, and family members could fill out the student's evaluation sheets. Again, results could be tabulated and reported.

Rita Kurth

HEALTHFUL MUNCHIN' SNACK CONTEST

Prepare simple, nutritious food items (e.g., raw food, cold food, microwave food, blended food).

Objectives

Prepare a healthy snack that is nutrient dense, acceptable to peers, easy to prepare, attractive, and inexpensive.

Use a plan to compare various snack foods.

Rationale

Healthful snack-food choices that are easily prepared, acceptable, and have positive health benefits are the essential ingredients of this learning activity. Many, if not all, early adolescents munch between meals. Healthful snack-food choices can facilitate more health benefits in the future. Early adolescents often select snack foods because of societal influences. Many are unaware of helpful information available for choosing healthful snacks. By providing a fun yet educational way of learning about snacks, these activities can provide students with knowledge that can stay with them for a lifetime.

Experience(s)

Introduce the students to the idea of the **Healthful Munchin' Snack Contest**. Participation is in groups of two or three. The rules of the contest are: 1) The snack food must be easy to prepare; 2) The snack food must be attractive; 3) The snack food must be nutrient dense; 4) The snack food must be acceptable to others; and 5) The snack food must be inexpensive.

From a selection of snack recipes, choose a healthful snack food to make to enter in the contest. Each group needs to choose a different recipe.

Each group will develop a form to evaluate snack food according to five areas (e.g., nutrient dense, acceptable to peers, easy to prepare, attractive, and inexpensive). The groups report to class, and one evaluation form is developed for the class to use. The class determines a point system for each category and who will evaluate each food in that category. For example, students could rate the acceptability of each food prepared on a scale of one to five, with one being not acceptable, and five very acceptable. An outside

panel of students or teachers could rate one or more of the other categories.

Divide the preparation and serving tasks among the group members; fill out a market order. Prepare the snack foods for the contest.

Students will display prepared food attractively; students taste one another's foods.

Students and others will fill out snack evaluation forms as decided upon earlier. These evaluation forms will be used in determining the winner of the **Healthful Munchin' Snack Contest**.

Students can compile a recipe book of healthful snacks.

Assessment

From a list of snack foods, students could be asked to rank nutrient density. Give one point for each snack food tasted. Winners of the snack contest could get additional points for this activity, or winners could receive a pencil as the prize.

Resources

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Donna Krizan

FOODS FROM AROUND THE WORLD

Prepare simple, nutritious food items (e.g., raw food, cold food, microwave food, blended food).

Objective

Identify foods from different cultures that contain essential nutrients.

Rationale

Students need to be aware of food similarities and differences among people from different cultures. Many students have experiences or backgrounds in another country, and this unit gives them a chance to share their experiences.

Experience(s)

Students are asked to choose a country about which they have some knowledge or to choose one of 15 countries for which information has been collected in file folders. Students are to research the country, especially the foods that provide the basic nutrients in that culture's diet. They may also prepare a written and/or oral report, an ethnic food to share, and a simple quiz or tool to evaluate what classmates have learned about that country.

Assessment

Students are evaluated on their written reports or oral reports. Evaluation of quizzes or tools that students have prepared also can be done.

Resources

Hantula, J. N., Flickema, T. O., Forah, M. A., Karls, A. B., Johnson, E. C., Thuermer, K. A., Resnick, A., & Kane, P. W. (1987). Global insights: People and culture. Columbus, OH: Merrill.

Saiwichian, P. (1985). Foods in southeast Asia and Iowa: A study guide for the Iowa secondary school curriculum. Ames: Iowa State University, Family and Consumer Sciences Education and Studies.

Comments

One student was an expert on making crepes. One young man proudly asked his mother to prepare a real Mexican meal with him.

Jane Greimann

MEASUREMENT EQUIVALENTS

Follow instructions in use of equipment and utensils.

Objectives

Calculate standard/metric measurement equivalents.

Decrease and increase commonly used measurements in recipes.

Compare recipe ingredients in a bar graph utilizing standard measurements.

Rationale

These activities are designed for an exploratory unit in foods. Learning about fractions and decimals in math class is one thing, but applying them in other classes IS SOMETHING ELSE! To understand the use of standard/metric measuring equipment available in the classroom, students need hands-on experience to reinforce learning. Upper-class students in other foods classes can design flash cards. Use of a computer is encouraged.

Experience(s)

These activities could be used in those spare minutes after you have completed one concept and lack time to start a new one. Repetition helps reinforce learning.

Activity #1

This would work best in a class of 16 students, but you can be flexible in assigning your props. I cut out 16 large tablespoons and three little teaspoons from construction paper in order to give one tablespoon to each student. The three teaspoons are available as needed. You need to identify eight locations in the room where the students can go as you give instructions. Start by getting 16 students with one tablespoon each in one group. Indicate that they would fill one cup. Next, ask them to divide into half, indicating the locations available. Regrouping, indicate that the number of tablespoons in each half equals 1/2 cup. (If the tablespoons are numbered, you can call off numbers to go to certain locations.) Continue dividing them into fourths, eighths, etc., identifying the number of tablespoons and the measurements by cups with each grouping. One challenge is to divide the sixteen tablespoons into thirds or 1/3 cup. (Hint: Trade the last tablespoon for three teaspoons.) After you have done this on more than one occasion, you can make a contest

of it and time how quickly they can group correctly. Try to see if you can break your previous time record. Repeat with equivalent metric equipment.

Activity #2

Use sets of measurement flash cards individually, in small groups, or sometimes with the whole group in a game format, with kitchen groups pitted against each other for points. Sets of cooking terms, food groups, sewing terms, developmental tasks of children and nutrient functions and sources are all examples of flash cards that could help learning. Flash cards can be checked out to study at home.

Activity #3

To review measurement skills, announce a "Measurement Spell-down" the next day, with a reward (e.g., the last two or three students left might prepare something for the whole class). The list of questions could include doubling and dividing various measurements in recipes as well as the standard/metric measurements and equivalents studied.

Assessment

Many of the activities, in and of themselves, could be assessment devices. Recipes from cookbooks could be divided or increased. Assign each student an ingredient to measure and convert to tablespoons. Do a bar graph of a recipe using only teaspoons/tablespoons of the various ingredients. If they have access to a computer, the students could design recipes on the computer.

FHA/HERO ACTIVITY: Students take their favorite recipe and increase it to feed the whole school. Discuss their recipes with the cooks to see what alterations need to be made for quantity cooking and federal hot lunch guidelines/commodity supplies. Report findings to the class. Their favorite recipe could become part of the school lunch menu. They will become more aware of the limitations the school cooks have in food preparation.

Resources

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Elizabeth Hein

UTENSIL BUFFET

Follow instructions in use of equipment and utensils.

Objectives

Name kitchen utensils.

Explain the functions of each kitchen utensil.

Follow directions in use of utensils.

Rationale

As an alternative to a teacher demonstration on use of utensils and equipment, a hands-on activity to help students actually experience the feel and use of some key utensils is provided. This activity is especially useful at an introductory level to encourage reading directions as well as to teach the basics of utensil usage.

Experience(s)

I established a "buffet line" of utensils and items with which each utensil could be used. This could be done as a series of learning centers, spread throughout the room.

At each center is one key utensil, a food item with which it can be used, and a list of instructions. An example follows:

Utensil--Floating-blade peeler
Food items--Carrot, potato
Instructions--The floating-blade peeler is used to remove the skin from a fruit or vegetable item. It is especially useful because it removes the skin without taking much of the fruit or vegetable with it. To use the peeler, simply grasp it with your entire hand, being careful not to touch the blades. Run the blade away from you down the carrot (or potato) as you rotate the food item. Return to the top of the carrot and turn it so that the blade is placed immediately next to the original peel line. Continue around the carrot until all the peeling is removed.

Students will be supplied with a worksheet on which to record specific information about each utensil, such as its function and suggestions for use. They may wish to make a sketch

of each as well.

Ten to 15 stations are appropriate, depending on the number of utensils you deem important to experience and the amount of space available.

Assessment

Upon completion of all the stations, the class might review orally or in written form the names and functions of each utensil. Students could be assigned a worksheet on which they match the utensil with its name, its function, and an example of a food item with which it could be used.

Resources

Comprehensive guide for exploratory home economics programs. (1984, May). Columbia: University of Missouri, Instructional Materials Laboratory.

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Kowtaluk, H. (1992). Discovering food. Peoria, IL: Glencoe.

Comments

Include safety instructions along with this activity, either prior to the "utensil buffet" or along with the lists of instructions. Space the centers far enough apart so that students will not interfere with the actions of one another. Safety is important, preventing injury a must. Students in upper levels of foods classes could write instructions about safety for use with beginners.

Mary Hanna

NURTURING ONE'S FAMILY TREE

Demonstrate eating habits that have positive long-term consequences.

Objectives

Identify potential health risks from family background.

Determine ways to lessen the effects of potential health risks.

Make a commitment to good health habits.

Rationale

Knowing one's family medical history can aid in helping to ward off an inherited "fate." Heart diseases, cancer, diabetes, and many other common disorders are multifactorial. One's genetic mechanisms interact with environmental and life-style factors to determine whether, and to what extent, one might develop a life-threatening disease.

Experience(s)

Students are asked to diagram a medical family tree, which includes causes of death and occurrences of diseases in their families. Explanation is given that half of all deaths today are directly linked to who we are and what we do to ourselves, that is a combination of inherited traits and our life-styles or habits. If there are diseases and/or deaths related to these diseases recorded in a medical family tree, preventive action can be taken to lessen the effects on the individual.

After students return with their medical family histories, they are divided into groups according to the incidence of disease common to their families. The groups then research "their" diseases, including preventive measures related to life-style and habits.

A guest lecturer from the medical field (a town doctor or nurse) discusses the link between one's family medical history and environmental/life-style factors. Emphasize questions/answers so students can get a chance to clarify any questions they might have. Groups prepare a paper on their diseases and plausible prevention measures. These papers are merged into a newsletter that is sent home to the parents to encourage participation in prevention of inherent family diseases.

A contract is filled out by all students to specify preventive measures they plan to carry out on an individual basis.

Assessment

Receive points for written newsletter article.
Receive points for questions asked of speaker.
Written report on disease can be evaluated according to specific criteria.
Creativity and interaction with family for family tree and contract can be observed.

Resources

American Heart Association. Facts about strokes. Dallas, TX: Author.

American Heart Association. Heart attack. Dallas, TX: Author.

American Heart Association. High blood pressure. Dallas, TX: Author.

Rains, J. (1984). Health risk appraisal [Computer program]. Mansfield, OH: Opportunities for Learning.

Comments

Special provisions need to be made for students who have no access to family tree information.

Phyllis Dunlap

PRESIDENT'S HEALTH COMMISSION

Demonstrate eating habits that have positive long-term consequences.

Objectives

List the Dietary Guidelines for Americans.

Explain why following dietary guidelines can have positive long-term consequences.

Give examples of how dietary guidelines can be incorporated into a healthful diet.

Prepare food items that incorporate substitutions for heart-healthy diets.

Rationale

Health-related problems don't just happen when people get old. They begin during the teen years, when life long habits are often developed. If the habits teens develop are poor, then serious health problems may show up later in life. It makes sense to teach teens how to take care of their bodies now so they can enjoy good health throughout life.

Experience(s)

A. List leading causes of death in America on the blackboard (AIDS, heart disease, cancer, obesity, high blood pressure, cirrhosis of the liver, and diabetes). Most of these have been affected directly by dietary habits. Inform students that in their roles as the nation's leading health experts, they have been appointed by the president of the United States to establish recommendations that Americans should follow in order to live a healthful and longer life. They are part of a health commission. Divide the class into groups of three to five persons. Have each group develop a list of seven or eight dietary guidelines and record their suggestions on poster paper to be displayed. Have each committee present its recommendations to the commission. Discuss class suggestions.

Inform the class that in 1980 (and in 1985) a commission of health experts was assigned this very same task. They developed the Dietary Guidelines for Americans. Using an overhead transparency show students the guidelines created by the real experts. As a class, discuss how their guidelines and the experts' dietary guidelines are similar or different.

Have students create a chart with three sections. Label the three sections as follows:

Dietary Guideline	Why	How

Students list the seven dietary guidelines in the first column, from memory if possible. Using selected references or the teacher's lecture information, students complete the second and third columns for each dietary guideline.

Use the dietary guidelines to evaluate a specific food product. For example, share recipes and nutritive values for several varieties of popcorn. Have students decide whether the methods of preparation are helpful (+) or not so helpful (−) in meeting the dietary guidelines. You may wish to use a chart similar to this one:

Variety	Maintain ideal weight	Avoid Fats	More starch and fiber	Avoid Sugar	Avoid Sodium
Plain	+	+	+	+	+
Salt and butter	+	−	+	+	−
Butter only	+	−	+	+	+
Caramel*	−	−	+	−	−
Cheesy*	+	−	+	+	−
Barbecue*	+	−	+	+	+
Yummy*	−	−	+	−	+

(*See Resources list. Recipes available from TLC Vocational Core Curriculum, Utah State Office of Education.)

Using the nutritional information and the completed chart, the class should decide which of the popcorn recipes is the most nutritious, second most nutritious, etc. To help students evaluate recipes, ask the following questions: How would you fix popcorn if you were concerned about your weight? If people in your family needed to eat less salt, sugar, or fat, how might they like a popcorn snack prepared?

B. Prepare popcorn for the students in a hot air popper, allowing them to assist and participate in the demonstration as much as possible. During the popcorn cooking process, discuss the following concepts:

- Popcorn is a nutritious snack, high in starch and fiber.
- Popping the corn in a hot air popper reduces the number of calories that are often added by cooking the popcorn in oil.
- Many types of commercial flavoring add salt and/or sugar to the basic popcorn.

C. The class is divided into groups. Each class member is encouraged to bring a favorite family recipe to class. Cite ways recipes can be altered to make them heart-healthy.

Example substitutions:

a. One whole egg	Two egg whites
b. Saturated fat	Unsaturated fat
c. Solid chocolate	Cocoa
d. Whole milk	Skim milk
e. Chocolate chips	Carob chips
f. Meat	Tofu
g. Salt	Other spices

Each group rewrites a recipe using substitutions. Each group selects and prepares one recipe.

The entire class taste-tests the products with a scorecard, evaluating products by appearance, texture, tenderness, and taste.

A secretary is selected from each group to enter its recipe on a computer disk, and these recipes are compiled for a "Heart-Smart Recipe Flyer."

Assessment

Home assignment: Select one recipe from the flyer to be prepared at home for credit. Family members are to the evaluate product according to the class scorecard.

Written assignment: Write a paragraph about the home assignment, include five comments from your family. Indicate ways you and your family are willing to improve your diets.

Resources

Dietary guidelines for Americans (HG 232-1-7). (1989, February). Ames: Iowa State University, Cooperative Extension Service.

Kelly, J., & Eubanks, E. (1988). Today's teen. Peoria, IL: Glencoe.

Nutrition and your health: Dietary guidelines for Americans (3rd ed.) (HG 232). (1990). Ames: Iowa State University, Cooperative Extension Service.

Technology, life, and careers: Vocational core curriculum for middle/junior high schools. Salt Lake City: Utah State Office of Education.

Vicki Lowe & Lenora Fossum

FAT FACTS

Demonstrate eating habits that have positive long-term consequences.

Objective

Determine the amount of fat consumed in fast food menus.

Rationale

To encourage students to accept the responsibility for selecting nutritious foods for their bodies, I had them look at fast-food selections. Students eat a lot of processed food because it is easy to obtain and requires little preparation.

Experience(s)

The students watch and discuss a video on fast foods. Students record the foods they consumed the last time they ate at a fast-food chain restaurant. Using a fast-food pamphlet, students work in groups to identify calories and fat content in fast-food menus.

Then students make a display (to be viewed by all students in the building) with magazine pictures of fast foods and pats of fat in front of each one (these were made out of yellow sponges) showing fat content.

Students could use a computer program to analyze their last fast-food meals for calories and nutrients. Using the fast-food chain selections, students could choose an alternative menu with proportionately le[illegible]fat.

Assessment

The display will be evaluated using identified criteria such as accuracy. Students could be asked knowledge questions on information derived from the video and the pamphlet.

Resources

Learning Seed (Producer). (1987). Fast food microguide [Computer program]. Lake Zurich, IL: Author. (#22APPLE or #22IBM)

National Dairy Council. (1992). Fast food: Without the guilt. Rosemont, IL: Author.

Schrank, J. (Producer). (1992). Fast food: The video [Videotape]. Lake Zurich, IL: Learning Seed.

Comments

This experience has worked out well and the students have gained knowledge and accepted ownership. A similar activity can be done with sugar, using sugar cubes for the display.

Kendra Kunkel

"IDEAL PARENT" SEARCH

Identify criteria for being a responsible and contributing family member.

Objectives

Describe the roles and responsibilities of a parent.

Describe the qualities desirable in a parent.

Determine ways to present themselves positively to potential employers.

Rationale

Teens are not always aware of the responsibilities involved in being a parent. This activity allows the students to develop an understanding of the qualities needed to be the "ideal parent" as they define it. Teens realize that at this age they do not possess all of these needed qualities. Applying for the parenting job enables students to experience a job interview.

Experience(s)

Students begin the activity by working in small groups of two to three students to identify and list qualifications needed to be an ideal parent. They use this list to develop a newspaper want ad for the position of "parent." The ad includes information about hours, skills needed, education required, and rate of pay. Applications are sought.

Students are either interviewers or applicants for the position. Students volunteering to act as interviewers are asked to determine a list of interview questions, first on their own and then as a group.

Students who are applicants are asked to write a letter of application and a resume providing the information requested in the ad. They are given pointers on how to dress, act, and answer questions in an interview. They write out a list of questions to ask at the end of the interview. Applicants create impromptu responses to questions asked of them.

Students not involved directly in the interview process are instructed to act as observers. They use their notes to help the class determine the best candidate for the position.

The room should be set up with a table to use for the interview process. (The classes got very involved in this aspect by placing pitchers of water and glasses on the table to make it look authentic.) The applicant sits at one side of the table and the interviewer sits at the other side.

Other applicants wear fictitious name tags and wait in an adjacent room for their interviews. (After they are interviewed they may stay and watch the rest of the interviews.) Each applicant has a different interviewer. At the completion of the interviews, applicants are given an opportunity to ask any questions they have prepared that have not been answered.

Each interview should be no longer than 10 minutes. After all the candidates have been interviewed the interviewers select the "ideal parent." The interviewers write the name of the applicant they feel is most qualified on a piece of paper and list at least two reasons for their selection. The successful candidate is then chosen based on the number of votes.

Assessment

This activity is assessed by assigning points for the interview questions and notes from the observers. Reasons submitted by the observers for their choice show evidence of the students' processing of what they have observed. A class discussion is held about the qualities that are needed to be a parent, qualities that teens have yet to develop and that require time to acquire.

Resources

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Home economics middle school resource guide: Helping early adolescents solve problems in caring ways. (1990). Columbus: Ohio State University, Instruction Materials Laboratory.

Dene' Weeks Lundberg

JUST REAL PEOPLE

Identify criteria for being a responsible and contributing family member.

Objectives

Identify the behaviors that contribute to stability of the family unit across generations.

Exhibit specific responsible behaviors that demonstrate a person's unique contributions to a family unit.

Rationale

Middle school students are curious, open, and enthusiastic by nature. They are reaching out to discover self-identity through others and are working for independence. This activity will allow adolescents to test perceptions of family responsibility with another generation and to develop guidelines independently for responsible family behavior.

Experience(s)

Explain My Circle of Self-Confidence.

MY CIRCLE OF SELF-CONFIDENCE

Write or draw three examples in each section of the circle using the following guide.

A. Three things I do well
B. Three things other people appreciate about me
C. Three things I am responsible for

Using personal information on the circle of self-confidence worksheet, discuss the significance of the balance of the three sections. Collectively they contribute to self-confidence and the feeling of being a responsible person.

Class members share circle-of-confidence sheets. Discuss similarities and differences. Would circle of confidence sheets be different for different generations?

Develop a set of interview questions for persons from another generation (e.g.; senior citizens) that cover the circle of self-confidence.

Possible interview questions include the following:

Name of person being interviewed _____

Where did you live when you were in 7th grade?

Who lived in your family with you?
Parents____ Siblings____ Other relatives____ Other people____

What did you consider your best talents?

What did your family appreciate about you?

What responsibilities did you have in your family? (How were you expected to act? What duties were you expected to carry out?)

Did you receive an allowance?

What do you think kids today should do to help their families?

Invite senior citizens from nursing homes and local meal sites to the classroom. Conduct interviews with individual students taking notes or recording on audiotapes or videotapes. Students may be more comfortable working in pairs.

Share and discuss the interview findings in class. Generalize or draw conclusions as a class about responsibilities and contributions of family members across generations.

Write a personal account in a journal for a plan of action prompted by this statement: "Here is how I will increasingly demonstrate that I am a responsible and contributing member of my family." Describe specific behaviors as well as specific tasks you will perform.

Assessment

Class sharing of information derived from the interviews.

Written journals for students' personal plans to demonstrate responsibility.

Approximately two weeks later, provide time for students to write about how they have carried out their plans of action. Allow volunteers to share what they have written.

Resources

Havinghurst, R. J. (1979). Developmental tasks and education (4th ed.). New York: David McKay Company.

Resnik, H. (Ed.). (1985). Skills for adolescents: Facilitators' guide. Columbus, OH: Quest National Center.

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Bonnie Hawes

WHO'S RESPONSIBLE?

Identify criteria for being a responsible and contributing family member.

Objectives

Explain the functions of a family.

Assign household duties to family members based on skills and time available.

Identify physical and emotional needs of all families.

Rationale

Young adolescents need to have an understanding of the purpose a family serves and how they fit into a family unit. In addition, they need to examine the responsibilities individuals must assume within the family structure to make it work.

Experience(s)

To begin the lesson I identify the sociological functions of a family on the board:

To satisfy physical needs of its members
To meet emotional needs of its members
To nurture development of children

I ask the students to design a chart to plot all possible "physical jobs" within a family on one side of a page and all "emotional jobs" on the other. These jobs can be filled in by the class. Physical entries should include tasks such as grocery shopping, laundry, meal preparation, etc. Emotional entries might include tasks such as helping with decisions, discussing problems, supporting one another and assisting with school work. Later, along the side of this chart the names of all the family members will be listed.

Students break into small groups and are assigned a family case study. Examples might be as follows:

> The Green family is made up of Mr. and Mrs. Green, both of whom work outside the home; John, age 15; Ted, age 12; Sally, age 6; Mary, age 3 months.

Living in the Brown family are Mrs. Brown, who works outside the home; Krisi, age 12 and Nathan, age 9.

Case studies should reflect diverse family structures, membership and ages.

The group should discuss each task, then place a check mark next to the name or names of the person(s) in the case study family who will be responsible for the task. The students complete the checklist for the physical skills, then share their chart with the class, explaining such things as: What did they decide? How did they decide? Why did they decide as they did?

Students break into small groups again and complete the emotional responsibilities part of the chart, using the same case study. Again, students share their chart with the class and explain their reasoning.

To summarize the experience, the teacher and students discuss responsibilities and how each person in the family takes on specific responsibilities according to time available and skills. They also discuss how the decision-making process was used in completing this activity.

Assessment

Each student is given a worksheet, like the chart completed in class. This worksheet is to be completed for the student's own family. A summary of two to three paragraphs is written to summarize their contribution to the family and/or how they might improve their contributions.

Resources

Liddell, L. A. (1989). Building life skills. South Holland, IL: Goodheart-Willcox Company.

Ryder, V. (1990). Student activity guide for contemporary living. South Holland, IL: Goodheart-Willcox Company.

Strohecker, M., & Tippett, D. T. (1992). You: Living, learning, and caring. South Holland, IL: Goodheart-Willcox Company.

Mary Hanna

PARENT-TEEN COMMUNICATION CODE

Consider feelings and points of view of others (e.g., peers, family members, other adults).

Objectives

Identify critical areas of parent-teen disagreement about teen conduct.

Develop questionnaires for collecting information about parent/teen views on teen conduct.

Use communication and compromise skills to draw up a personal conduct code with parents.

Rationale

The teen struggle for increasing independence often causes disagreement with parents. Teens who keep lines of communication open and learn to compromise can have a better relationship with their parents during these difficult teen years. This unit on family relationships emphasizes helping students realize that conflict in family relationships is a normal part of family life. It promotes communication and compromise.

Middle school students generally like to share their family experiences and are also interested in knowing that others have similar problems. This activity gives them the opportunity to share their feelings and compare points of view with peers and parents.

Experience(s)

As an introduction to this experience, students are asked to name their favorite TV shows. Identify all of the shows that depict family life. Question students as to why these shows are popular. Point out that, just as in TV shows, families in real life experience conflict. Students are then asked to make a list titled "Things about which My Parents and I Don't Agree." Establish cooperative learning groups to tally the areas of greatest concern and to develop questions for a class survey to be completed by parents and peers. Examples of questions include the following: What time should 7th graders go to bed? How late should 7th graders be allowed to stay out with their friends on weekends? Groups will share questions they developed. The entire class will pick 10 questions they would like to have on the class questionnaire. The questionnaires will be typed and duplicated and then each student will take two copies, one to be completed by his/her parent(s) and one

to give to a peer outside the class. When surveys are completed, they will be tallied by groups (teens and parents) in class. A discussion will be held on similarities and differences in answers from the survey. The importance of talking and compromising with parents will also be discussed.

Each student will be given a Communication Code of Conduct sheet to take home to discuss with his/her parents. Both parents and students will sign the sheet for completion credit.

Communication Code of Conduct

Instructions: With your parents, discuss six of the areas discussed in class that you feel have differing points of view between you and your parents. After talking them over, use the technique of compromise to develop mutually agreeable guidelines for you to live by this year.

Assessment

Students will be asked to compile all papers from this activity in a notebook (folder). Each folder will contain student identification of critical areas of disagreement with parents, a copy of the questionnaire developed by the class, and a copy of the Communication Code completed with parents.

Resources

Bolin, F. S. (1990). Growing up caring. Peoria, IL: Glencoe.

Strohecker, M., & Tippett, D. T. (1992). You: Living, learning, and caring. South Holland, IL: Goodheart-Willcox Company.

Susan K. Martens

I REMEMBER WHEN

Consider feelings and points of view of others (e.g., peers, family members, other adults).

Objectives

Describe behavior from different points of view.

Appreciate reactions of others to ways of thinking and feeling toward the family.

Rationale

With young children, parents can usually anticipate what they are thinking or how they will react. But as children grow older into early adolescence, they sometimes are thinking two or three thoughts at the same time and parents cannot always tell what they are thinking. Young adolescents need to become more aware of how to communicate their feelings bravely yet nonaccusatorily. Students need to become more conscious of the effect their actions have on how other family members feel and act.

Experience(s)

I have found magazine pictures that portray young people trying to talk with their friends but apparently feeling uncomfortable because a parent is close by. In small groups students can discuss the following questions about the pictures:

What is the teenager thinking and feeling?
What is the parent thinking and feeling?
What are the friends thinking and feeling?
How can this situation be handled so that everybody's feelings are considered and acknowledged?
How can this situation be handled so feelings are not hurt?

After discussing these questions, the class is brought together for further discussion. Puppet people are brought into the discussion as students are asked to volunteer to role-play each of the situations.

The following sentence is typed on a paper for individual response: "I probably hurt my (choose one--mother's, father's, cousin's, grandparent's, etc.) feelings when I . . ." Ask students not to sign the paper.

Collect the unsigned papers and redistribute them throughout the class. Have each student respond to the sentence by completing the following statement: "This reminds me of the time I . . . "

Redistribute papers one more time and discuss responses.

Assessment

Tabulate common experiences and feelings. You may want to have students write paragraphs explaining what they learned from this experience and use the paragraphs to assess the activity.

Resources

Clayton, N. (1990). Young living (5th ed.). Peoria, IL: Glencoe.

Human growth and development: A guide to curriculum development. (1989, May). Des Moines: Iowa Department of Education.

Kelly, J., & Eubanks, E. (1988). Today's teen. Peoria, IL: Glencoe.

Thompson, P. J., & Jax, J. A. (1989). Teens in action. Saint Paul, MN: EMC.

Gladys Vetter

THE WHO-AM-I? GAME

Consider feelings and points of view of others (e.g., peers, family members, other adults).

Objectives

Identify personal feelings and thoughts concerning self.

Determine how such thoughts and feelings affect those around us.

Rationale

This activity is designed for an exploratory unit entitled "Learning About Self." American society stresses being unselfish. However, it is important that students know themselves well, i.e., what their unique thoughts and ideas are and how they may differ from others. In knowing themselves better, they can interact with others in more productive ways. This is practicing to be "smart selfish" in a healthy manner.

Experience(s)

You will need the following for this activity: a friend, a way of timing one minute, paper, and a pencil. You and your friend should sit facing each other, either at a table or cross-legged on the floor. Your friend has two jobs. One is to ask you, "Who are you?" The other job is to do this over and over again until one minute is up. What you do is answer each time with a different idea. Don't write anything yet.

Here's a sample:
Who are you? A daughter
Who are you? A sister
Who are you? A football fan
Who are you? A Ping-Pong player
Who are you? A kind person
Who are you? A messy person

When the minute is up, write down as many of the things you can remember you answered. When you've finished your list ask your friend to look it over to see if there are things you left out.

Now switch roles so your friend can make his or her list. A hint: A minute can seem like

a long time when you are the person being asked the question over and over. That's part of the activity. It helps you to think of things about yourself you might not think of at first.

After you have your lists, here are more ideas to help you look at yourself:

1. Add any other things that you think belong on the list but that you never said. Help each other add to the lists.

2. Sort the list into three kinds of responses. Put an A next to those things that describe who you are in relation to other people (daughter, sister). Put a B next to those things that describe what you do (football fan). Put a C next to those things that describe qualities you have (kind, messy). Which group is the shortest? Which is the longest? Why?

3. One more thing to do with your list: On another sheet of paper, write "I AM" or "ME" in the center of the page. Then write all the words from your list around it, decorate it, and color it. Make it look really super! Hang it in the classroom for a while, and then take it home and put it in your room to help remind you of how super you really are.

Assessment

Feeling good about self is a difficult concept to evaluate. Students need to be constantly reminded of how special they are. This shows up through general attitudes toward others, interactions with peers and teachers, and the overall self-confidence students display. It is crucial that teachers and other significant adults continue to be affirming to students through verbal and nonverbal interactions.

Resources

Blackburn, J. E. (1976). One at a time all at once: The creative teacher's guide to individualized instruction without anarchy. Santa Monica, CA: Goodyear.

Borba, M. (1989). Esteem builder. Rolling Hills Estates, CA: Jalmar Press.

von Oech, R. (1990). A whack on the side of the head. New York: Warner Books.

Patricia K. Tice

PUPPET POINTS OF VIEW

Consider feelings and points of view of others (e.g., peers, family members, other adults).

Objectives

Hear what others say.

Identify why persons say and do what they do.

Respond to others from their points of view.

Rationale

Adolescents are relatively ME centered, yet they need to test ideas, views, and feelings of others as they negotiate the path to adulthood. Taking them from their own points of understanding and adding points of view of others in their immediate environment can help them become the persons they wish to be. Puppets defuse most early adolescents' embarrassment at performing before a group and allow for the practice of social interaction.

Experience(s)

On two half-sheets of paper, students are asked to describe two uncomfortable situations they have been in, seen happen, or heard to have happened. The papers are collected without names or deposited anonymously in a "comment" box.

To begin the first session, several puppets are presented to the class with comments like the following. "The puppets can be whoever we want them to be. They can act as we want them to act. We want to use them to help us see how different persons think and feel. I hope everyone can have a turn with the puppets. If someone does not wish to hold, touch, or manipulate a puppet we can see if that can be arranged also. I hope it is so much fun that all of you will want to be a part of what is happening, one way or another." The students are then introduced to role-playing.

If students are sitting in a circle with the teacher as a part of that circle, the teacher might draw the first situation and choose a student as a role-playing partner. They choose the puppets they wish to use and then read the situation to the class, presenting any additional

information the class may need to know (e.g., who they are). The teacher might give all class members a role also as they listen.

Two sample student role-plays follow:

A. I have a friend, Joe, who knows all about my secret hiding place in my yard. I just made $25 by selling some things and I put the money in my hiding place. When I returned the next day, the money was gone. Joe came over later and showed me a new toy he had just bought. It cost about $25.

B. My parents never let me do the things other kids do. I hate my parents. Why can't they be like other kids parents?

Sample questions to ask after the enactment are:

1. Do you think person A learned how person B and/or C felt?
2. Do you think person B and/or C learned how person A felt?
3. What is person A thinking?
4. What is person B and/or C thinking?
5. What do you think of the way person A approached this problem?
6. What do you think of the way person B and/or C responded?
7. How would you have handled the problem?
8. Is the problem solved? Did they make any progress? Why or why not?
9. Would anyone else like to try this situation?

The number of role-plays done and the questions asked are decided by the teacher in the particular situation. The teacher should review articles about the teaching strategy of role-playing before beginning these experiences.

After the puppets have been used as they are for a few days and interest is not as high as at the beginning, furnish a box of dress-up materials and ask students to add a choice of these props to the characters they wish the puppets to represent.

As a summary of the entire experience, the students and the teacher might share their knowledge of the book To Kill a Mocking Bird. The teacher could read this quote (p. 34):

"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view--"

"Sir?"

"---until you climb into his skin and walk around in it."

Assessment

Ask students to write a short paragraph at the end of each class period summarizing what

they have learned that day.

Students might be asked to conduct a survey. First, pick a topic, e.g., What time should 13-year-olds be home on week nights? Write an original question in clear and concise form. Ask a minimum of 10 persons to answer. Graph the results and/or any other information in relation to the exercise. Finally, write a paragraph describing the experience and the results. Points are given for various aspects of the work.

Resources

Hawley, R. C. (1974). Value Exploration Through Role-Playing. Amherst, MA: Education Research Association.

Lee, H. (1960). To Kill a Mockingbird. Philadelphia: J. B. Lippincott.

Shaftel, F. R. (1967). Role Playing for Social Values. Englewood Cliffs, NJ: Prentice-Hall.

Frances M. Smith

COMMUNICATION IS A TWO-WAY STREET

Use communication skills in everyday life to promote relationships (e.g., share experiences, manage conflict).

Objectives

Identify the basic components of communication (sender, receiver, process, and message).

Use the components of communication to relay messages.

Evaluate the effectiveness of one-way and two-way communication.

Rationale

Business leaders stress the importance of communication skills in the business world. Beginning the development of these skills during adolescence will give teens time to practice and perfect these skills before they enter the job market.

Adolescence is also a time when teenagers are striving to achieve independence from their families. The peer group and other adults take on a new importance. Appropriate communication skills can facilitate an individual's transition from dependence on family to more independent self-development.

Experience(s)

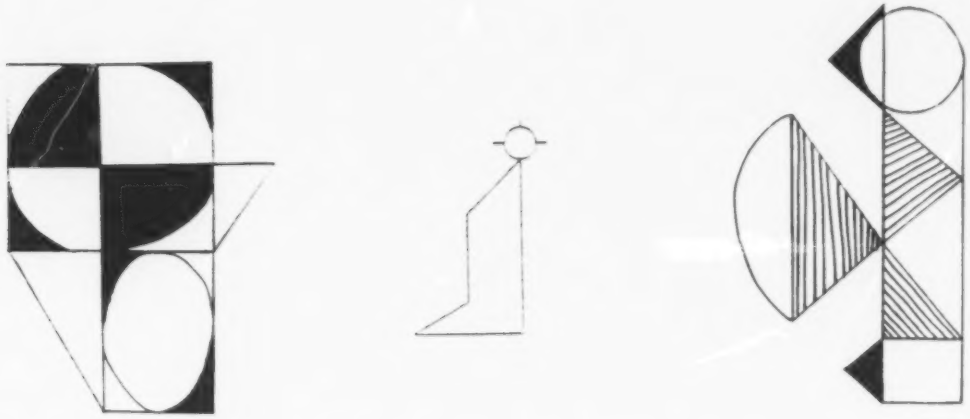
Students brainstorm ways communication skills help them in everyday life. The teacher then defines communication (the process of sending and receiving a message) and describes the four parts of communication (sender, receiver, process, and message).

Students then experience communication with a partner. Partners sit back to back with one partner facing the teacher. This person is "the sender." The partner not facing the teacher, "the receiver," is provided with paper and pencil. According to the rules, everyone must stay facing the same direction throughout this activity, and the sender is the only person who can talk; the receiver is not allowed to talk under any circumstance.

The directions for the activity are as follows. First, the sender is shown an abstract drawing. Then, in four minutes without turning around, the receiver draws as the sender describes the drawing. The picture is shared with the partner. After the first picture is

completed, partners will switch chairs and roles. Repeat the activity with a new picture.

Here are three examples of drawings for a communication experience. Others can be produced by students.



Discuss the activity with students. 1. What directions were most clear/helpful? Least clear/most frustrating? 2. How could this activity be changed so that the message would be more clear to the receiver? 3. Which parts of daily communication are a part of this activity? Which are not?

Students then repeat the activity, but now both the sender and receiver may talk. Use a new picture for this trial. After students complete one drawing, the partners will again switch roles and repeat the process one last time. Discuss the activity again. 1. How was this activity different from the last (because both people were able to talk)? 2. What parts of communication (sender, receiver, process, message) changed this time? How did they change? How is two-way communication more effective than one-way? Why?

Possible follow-up activities:

- Have students design a drawing to use. (Do they describe it better if they draw it?)
- Have students take a drawing home and try the exercise with a parent or another adult. Provide a discussion sheet to be filled out following completion of the activity.
- Divide students into groups or pairs. Give each pair a situation that they can role-play using two-way communication.
- Show a short conversation from a television show. Have students identify when one-way and two-way communication is taking place. Discuss how effective the communication is and why.

Assessment

Students may write in their journals about how the activity made them feel. How did they feel as receivers who could not talk? How did they feel as senders who had no idea of how the message was being received? How did their feelings change the second time? They could also relate one-way and/or two-way communication to personal experiences.

Resources

Riker, A. P., & Brisbane, H. (1991). Married and single life. Peoria, IL: Glencoe.

Riker, R. (1982). Me: Understanding myself and others. Peoria, IL: Glencoe.

Sasse, C. R. (1981). Person to person (2nd ed.). Peoria, IL: Glencoe.

Kathy Phillips

TATER FRIENDS

Use communication skills in everyday life to promote relationships (e.g., share experiences, manage conflict).

Objectives

Identify unique traits a friend possesses.

Appreciate different kinds of friends.

Describe situations when persons need to be befriended.

Rationale

Early adolescents are continually making new friends. Friends include peers, adults, and children. It is important to understand the friends we have, to identity their special characteristics, and to befriend persons in need.

Experience(s)

Bring in one potato (or another vegetable or fruit) for each student. Place the potatoes in a box, and ask each student to select one and to treat it very carefully. Instruct students to look closely at their potatoes, noting coloration, blemishes, etc. Next ask them to "introduce" their potatoes to two other students by discussing each potato's unique characteristics. After the introductions, have them return all of the potatoes to the box. Remove the potatoes from the box and place them on a large surface, such as a table or floor. Scatter them slightly. Ask students to retrieve the exact potatoes they previously had. If they have difficulty locating their potatoes, they may ask for help from the two students to whom they introduced their potatoes. When all potatoes are returned to the original owners, discuss the experience with comments such as the following:

1. We have learned that every potato is different, even though they all looked alike before we got to know them. Your potato has some special qualities that the other potatoes do not have. The same can be said of friends. Each of us is special. That's one of the reasons why it is nice to have a number of different friends.

When the lines of communication among your students are open and all are involved,

discuss/brainstorm about friendship. Conclude the discussion with ideas of when and how to befriend a person.

As an optional or extra-credit activity, the students may take markers, scraps of colored paper, pipe cleaners, or whatever is available and design their own potato persons. The potatoes may be displayed in the classroom.

Assessment

Your class was divided into groups of three for the potato activity. Have each group of three prepare a short skit for the class demonstrating the important elements of friendship. The group presentation needs to explain why a particular person was chosen as a friend.

To facilitate new friendships in class, complete a list of getting-to-know-you phrases about a class member and have students match phrases to various people in the room.

Resources

Chamberlain, V. (1983). Teen guide (6th ed.). New York: Webster Division/McGraw Hill.

Kelly, J., & Eubanks, E. (1988). Today's teen. Peoria, IL: Glencoe.

Janice Goering

SNIPPETS ABOUT ELDERLY FRIENDS

Use communication skills in everyday life to promote relationships (e.g., share experiences, manage conflict).

Objectives

Describe the changes in physical and mental abilities that are part of the aging process.

Experience the deterioration of health and senses that an elderly person may experience.

Hold a conversation with an elderly person.

Write a personal story about an elderly person.

Rationale

Middle school students often remark that they and the elderly have nothing to say to each other. Often students don't understand the elderly. Yet what a wealth of knowledge and experience the elderly can share with youth! Experiencing impairment while still performing everyday activities can help students empathize with the elderly. Understanding the elderly better can allow students to feel more comfortable visiting with them.

Experience(s)

To prepare for this activity, students make a gift, e.g., lap quilt with ties, place mat, or happy message. These are made in cooperative groups to present to residents of a care center. A snack for students and care center residents to share is prepared. The snacks and gifts can be used as conversation starters.

Students study characteristics of the elderly, including blurred vision, spots before eyes, tunnel vision, arthritis in fingers, foot problems, and loss of hearing. In order to understand these characteristics, students experience some of the problems in a simulated situation. Students wear goggles smeared with petroleum jelly, wear goggles with dots pasted on the lenses, hold cylinders of paper to their eyes, tape several fingers together, put grain inside shoes and then wear them, or put cotton in their ears and hold Styrofoam cups to them. While wearing these impediments, students perform simple tasks, such as reading for five minutes, walking around the room, buttoning small buttons, threading a

needle, or playing cards. Students try several different activities and use several props symbolizing health deterioration.

Allow as much experimentation as time allows. Fifteen minutes needs to be reserved for discussion. Possible questions are as follows:

1. How were you able to perform the tasks given?
2. What tasks did you find easy to perform?
3. What tasks did you find difficult to perform?
4. What could you do if a task was difficult?
5. How did you feel doing the task?
6. If you had a physical impairment, would you ask for help if you couldn't perform a task?
7. How do you think an elderly person might feel in the same situation?

Plan to visit a senior center or a care center to meet with residents. Have students discuss introducing themselves to elderly persons and holding conversations with them. Role-play introductions and carrying on a conversation with an elderly person.

Assessment

1. Each student will write a story about the resident(s) with whom they visited. Students should detail what they discovered about resident(s).
2. Each student is given an opportunity to share one snippet of information about the resident(s). Participation points are given to those sharing information. One student could write names on the board to be sure information is given about each resident.
3. Students write paragraphs about what they learned in going to visit residents of the care center. Follow up with observations about care facilities. A final paragraph could share what the students learned about the aging process.

Resources

Enhancing intergenerational contact. (1986). Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Growing older: Changes in roles and relationships (Pm 1440a). (1991, October). Ames: Iowa State University, Cooperative Extension Service.

Growing older: Physical changes in yourself and those you love (Pm 1440b). (1991, October). Ames: Iowa State University, Cooperative Extension Service.

Comments

FHA/HERO activities might include the following:

1. A speaker for a meeting could be the administrator or the director of nursing of a care center or a director of a senior center. The topic could be elder care and careers in service to the elderly.

2. Students could adopt an elderly resident of a care center for a friend. They could make a door decoration, send cards for special occasions or holidays, and write monthly letters to this person.

3. Students could visit a senior center or care center and arrange to eat a meal with the senior citizens.

These same ideas could be adapted to relate to children at a day care center.

Rae Jean Nuehring

SELF IN A BOX

Describe developmental tasks of self and others (physical, mental, social, and emotional).

Objectives

Share some of themselves with others using specific objects.

Match objects to developmental areas of early adolescents.

Rationale

It is often difficult for adolescents to share personal stories about themselves with a group of people. This exercise helps them use verbal descriptions of objects to communicate to others something about themselves. Using objects to talk about helps them to organize their thoughts and is easier and more interesting than writing speeches. It can be the first lesson in a unit on friendships.

Experience(s)

Several days in advance of this exercise, ask students to find or prepare a special or significant box and to place in it 10 items that tell a story about themselves. On the day of sharing, arrange the class in a circle or informal setting so students can share what the items in their boxes tell about themselves. A student who enjoys sports could put in a baseball, a favorite pair of tennis shoes, fishing bobber, etc. Others might include items like favorite tapes or CDs, old childhood toys, electronic games, books they enjoyed reading, craft items they have made, etc. Ideas for boxes might be a sports shoe box, sewing box, gym bag, etc.

Have students read a reference on early adolescent development (you need not have all read the same one).

Ask each individual to find an example in his/her box that facilitates development in as many of the four areas--emotional, social, mental, and physical--as possible.

Discuss why some persons might have more items in one area than another, whereas others have items that cross several areas.

Assessment

Give students points for bringing the personality box and for sharing it verbally. Ask each student to write a short paper on another person in the class, pretending to ask a friend to accept the classmate as a new friend.

Resources

Farnette, C., Forte, I., & Loss, B. (1989). I've got me and I'm glad: A self-awareness activity book. Tampa, FL: National Resource Center for Middle Grades Education.

Farnette, C., Forte, I., & Loss, B. (1989). People need each other. Tampa, FL: National Resource Center for Middle Grades Education.

Forte, I. (1991). The me I'm learning to be. Tampa, FL: National Resource Center for Middle Grades Education.

McDonough, L. (1991, November). Middle level curriculum: The search for self and social meaning. Middle School Journal, 23(2), 29-35.

Reasoner, R. (1990, November/December). Fostering self esteem. What's New in Home Economics, 24(2), pp. 26-29.

Jane Hunter

WHAT DO THE EXPERTS SAY?

Describe developmental tasks of self and others (physical, mental, social, and emotional).

Objective

Compare the characteristics of early adolescents from the point of view of the students themselves and from the point of view of the experts on early adolescent development.

Rationale

Today's students are really interested in how they see themselves and how others view them. Students often value what an outside authority figure, such as a psychiatrist or psychologist, says about answers to specific questions. Using this approach may supply information to the students about early adolescent development.

Experience(s)

Students will number off from one to four and be placed in one of four groups. Each group will be given an area of adolescent development--physical, mental, social, and emotional. The group is to describe an 11-, 12-, or 13-year-old in the area of development assigned. Each group will report its description to the class.

The teacher will then read to the class what an authority in the area of early adolescence says about each developmental area.

The students will meet again in their groups to compare what the authority said with their points of view. What are the similarities? Differences? Why? They will again report a summary of their group's area of development to the class.

Assessment

Students will be given a sheet of paper and the teacher will ask them to write down the new information they learned that day. They also may write reactions to the information. The teacher may share some papers with the class, letting the writers be anonymous.

Resources

Riker, R. (1982). Me: Understanding myself and others. Peoria, IL: Glencoe.

Smith, F. M. (1990). Help! It's Bart Simpson! Early adolescents: Active imaginations--and hormones! Vocational Education Journal, 65(7), 28-29.

Van Hoose, J., & Strahan, D. (1988). Young adolescent development and school practices: Promoting harmony. Columbus, OH: National Middle School Association.

Barbara Blau

EACH OF US IS DIFFERENT!

Describe developmental tasks of self and others (physical, mental, social, and emotional).

Objectives

Recognize that experiences help shape each individual.

Identify important experiences that have affected your development.

Accept distinct individual differences as a part of becoming unique persons.

Rationale

The early adolescent years involve many changes. By understanding their own experiences, early adolescents can enhance their exploration of role models among peers, older teens, adults, parents, and others in their lives. Peer acceptance is important, but so is an appreciation of adult role models.

Experience(s)

A. Introduce the activity by talking about the concept of experiences in a person's life. Have students suggest experiences people might have: moving, birth, death, height and weight changes, divorce, job changes, travel, etc. Then ask the students to think of what feelings might accompany these experiences: happiness, sadness, tension, excitement, pride, surprise, etc. Have students think about the changes and experiences in their own lives.

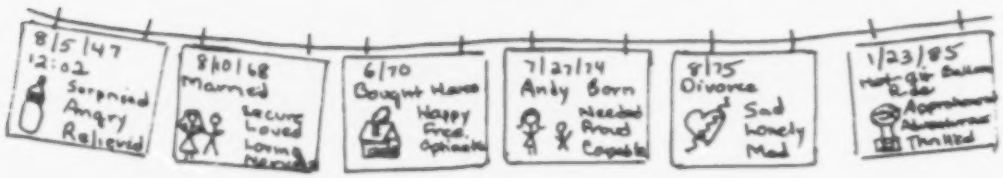
B. Show your own lifeline to the class. Prepare 5" x 7" cards (10 or so) ahead of time with dates, pictures, and feeling words that describe the changes and experiences in your life. Each card should have the date, a picture you have drawn or cut from a magazine to describe the experience, and at least one feeling that accompanied its occurrence. For example:

8/5/47 Birth: Picture of yourself as a baby; frustrated, hungry.

1/23/85 Hot-air balloon ride: Picture of a hot-air balloon; adventurous, apprehensive, thrilled.

Put up a piece of cord long enough to accommodate the number of prepared cards. Start with your birth and show how your life has developed by putting the cards up one by one chronologically and explaining the events and associated feelings that have made you the person you are. You might include turning points or decisions, surprises, special roles of other people, critical or important events, highs and lows, interests, and values. You may want the students to react to your presentation, to think about it, or to ask questions. Your willingness to share will open the path for your students to feel more at ease sharing later.

Lifeline Example



C. Give the students art supplies and guide them in making their individual lifelines. They may start with birth and then their first-remembered experience; they should end with the present. Students will make their lines with cards. Parents may get involved if the lifelines are finished at home.

D. Have students present their lifelines. Have a discussion about observations and discoveries they made about one another. Be sure students understand that each person is an individual with thoughts and feelings of his/her own. One of the reasons this is so is life experiences differ for each person.

Assessment

Discussion and comments could be means of evaluation. The students' presentations can be assessed. Display lifelines in an exhibit case or in the classroom throughout year, changing at appropriate intervals.

Resources

Bingham, W., Edmondson, J., & Stricker, S. (1983). Choices: A teen woman's journal for self-awareness and personal planning. Santa Barbara, CA: Advocacy Press.

Chamberlain, V. (1983). Teen guide (6th ed.). New York: Webster Division/McGraw-Hill.

Dunn, M. D., & Peeler, M. Y. (1984). Living, learning and caring. Lexington, MA: Ginn.

Bingham, W. (1990). Challenges: A young man's journal for self-awareness and personal planning. Santa Barbara, CA: Advocacy Press.

Comments

This lesson can easily be expanded to include future goals and plans and is a wonderful opportunity to study values. It can be used in conjunction with, or after, a session on expressing feelings. A "feelings inventory" may be helpful.

Paulette Zeiner

CHILDREN: WHAT WILL THEY DO NEXT?

Provide short-term child care that will meet safety, health, and security needs of children up to age seven.

Objectives

Describe characteristics of each stage of early child development from birth to five years of age.

Implement activities for children of different ages that can help them develop physically, mentally, and socially.

Describe ways to keep children safe and secure.

Rationale

Many adolescents enjoy working with children as baby-sitters. However, they often have little knowledge or skills needed to care for children unless they have younger brothers or sisters. Baby-sitting is a good opportunity for adolescents to earn money and the trust of adults, which can help to build self-esteem. A child care lab can help students feel more comfortable with small children and visualize their developmental stages. Students who recognize children's developmental stages are better able to keep children safe and secure while caring for them.

Experience(s)

This child care lab should follow instruction about the developmental stages of children from birth to five years of age. An example of a videotape to show the class is Starting from Scratch--Birth to Three Years.

To set up the lab, have the students take home invitations to parents of small children requesting that their children participate. The invitation should include the time, place, and purpose of the activity, the name of the specific place where parents should drop off and pick up their children, and the names of the students who will be there to watch them.

The day before the lab, students should be given observation sheets so they know the things they should observe. The following questions could be included on the observation sheets:

- What is the age of child in years and months?
- Can the child walk?
- Can the child talk?
- Is the child outgoing or shy?
- What types of things did the child do?
- How long did the child stay with one activity?
- Did the child play alone or with others?
- Did the child go to other students?

Before the lab, bring in various toys, books, puzzles, pictures to color, blocks, balls, and easy games. (The teacher or students may bring them in or borrow them from a day care center.) Place the games and toys around the room. You may want to bring in carpet pieces or blankets so some children can play on the floor.

As students bring in their children, have them take their children to an area and play with them. Students who do not bring children can join in with other students and observe a child. Let them spend the entire class time entertaining and observing the children. After the children leave, students can fill out the observation sheets.

The following class period, go over the observation sheets by age groups starting with birth to six months. Discuss the characteristics observed for these children and how they compare to developmental stages studied. Then talk about how these characteristics affect what a baby-sitter should do to keep children safe and secure. Continue with the next stages--seven to 12 months, one year, two years, three years, etc. You may also point out that children do not all develop at the same rate and that this is okay. Also, students should be able to compare the abilities of a child who just turned one to those of a child who is almost two, and the abilities of a child who has just turned two to those of a child who is almost three.

Assessment

To assess the students you may give them points for filling out the observation sheets.

Another method of assessment would be to divide the class into groups and give each group a child care situation in which the child care giver needs to make a decision. They will role-play the situation for the group. Then the group will discuss the decision the child care giver made.

You could assess students by giving each student a list of names and ages for a hypothetical family of children they will be caring for. Have the students plan baby-sitting activities to use while taking care of the children. Have students give reasons for selecting the activities they chose.

Resources

Agency for Instructional Technology (Producer). (1981). Starting from scratch--birth to three years. (Spoonful of lovin' series) [Videotape]. Bloomington, IN: Author.

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. C. (1990). Creative Living: Basic concepts in home economics. Peoria, IL: Glencoe.

Judge, S. (Ed.). (1991). Life Management. Englewood Cliffs, NJ: Prentice-Hall.

Sherrie A. Engel

BAG THE BABY-SITTER

Provide short-term child care that will meet safety, health, and security needs of children up to age seven.

Objectives

Identify developmental tasks of children up to age seven.

Organize a bag full of activities for children up to age seven.

Rationale

With the increase of working mothers in our society, there is a need for more child care givers. Middle school students are providing a large share of the child care work force. Approximately 80 percent of the eighth graders in our Iowa town baby-sit regularly. Students rely on these earnings to supply many of their needs and wants. A responsible teen baby-sitter is one who takes the position seriously, is knowledgeable about children's developmental tasks, and actively puts effort into the job. The baby-sitting bag encourages children to interact with the care giver and demonstrates the effort and enthusiasm of the baby-sitter to the parents. Children can enhance their developmental skills by doing the activities contained in the baby-sitting bag.

Experience(s)

Each student is asked to bring a large bag or container to serve as a baby-sitting bag. The bag should be strong and durable as well as safe for children. Canvas tote bags work well because they are washable too. Students can use their creativity to choose and decorate their bags.

Students brainstorm many activities they feel children would enjoy doing that would also promote skill development. Students spend time outside of class gathering ideas of items to collect for their bags. Simple things like paper, pencils, crayons, and nontoxic glue are suitable for the bag. Students can create their own games and activities in class.

A notebook of ideas is useful to have in the bag for on-the-spot activities. These should be easily implemented with household supplies or in the yard. Use simple activities that do not require complicated or heavy equipment that has to be toted around in the bag.

Children especially enjoy storybooks that the care giver can read to them or that the children can "read" to the care giver. The baby-sitter's favorite childhood toys are nice items to share with interested children.

Be sure all activities are safe and appropriate for the children the student is baby-sitting. The student should be able to explain the learning enhanced by each activity.

When all baby-sitting bags are completed, students share the contents of their bags with other class members. Students are assigned to try their bags with children the ages for which the bags were designed and report back to the class.

Assessment

The bags are evaluated by the students as well as by the teacher for content, appropriateness, usefulness, safety, and creativity. A journal is kept to record the use the student made of the bag, how well the children used and enjoyed the items, and what the children learned. Group discussion of the students' evaluation of their bags is another assessment tool.

Resources

Domblewski, C. (Ed.). (1991). Teen living. Englewood Cliffs, NJ: Prentice-Hall.

Foster, J. A., Hogan, M. J., Herring, B. M., & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Guide for the first time baby-sitter. (1975). Piscataway, NJ: Johnson and Johnson.

Comments

Anyone who cares for children could find a baby-sitting bag useful. The project can take many class periods to complete. Use this activity to fit your needs and teaching situation. It is an excellent activity for extra credit as well as for a mandatory assignment. Students enjoy creating their bags and gain numerous skills by their completion.

Lori Ferrari

T4: TEENS ON TV WITH TOYS FOR TOTS

Provide short-term child care that will meet safety, health, and security needs of children up to age seven.

Objectives

Evaluate a variety of toys for safety and stage-appropriateness (infants, toddlers, preschoolers, school-age children).

Create a home-crafted toy to demonstrate safety and stage-appropriateness.

Rationale

In addition to being hired as temporary care givers (baby-sitters) for young children, middle school students often have younger siblings for whom they may be responsible and may purchase or select toys. These activities are designed to help students make toy selections based on conscious decision-making skills, with consideration given to safety for the four stages of development of children.

Experience(s)

These activities are used after studying the characteristics of children at various stages (infants, toddlers, preschoolers, school-age children). The students may use their textbooks and other resource materials for information about the stages. Cooperative learning can be incorporated by dividing the students into four groups to make posters that identify the characteristics of childhood stages. Encourage creativity by providing magazines and catalogs for pictures, neon/bright markers, and poster paper.

Using the posters on characteristics, generate class discussions on toy safety and stage-appropriateness. Form new groups with a member from each of the stages represented in each of the new groups. Assign new groups (or let them draw) a stage of childhood for which they will make a second poster featuring appropriate and/or inappropriate toys. A secretary for each group might want to write down the safety and stage-appropriate suggestions given during class discussions. A good person to be the secretary might be the one who has already worked with the stage the new group has drawn. I give each group an old mail-order catalog featuring toys from which they can cut pictures of their selections. They also need to include on their posters reasons why their choices are appropriate or inappropriate for the stage they are representing. (One very observant

student even found a picture in the catalog of an airplane that had one propeller broken off!) Videotape each group as they present their posters to the class for explanation and information.

Following these activities, the students are given the assignment to make a home-crafted toy out of materials available at home that might otherwise be thrown away (they cannot purchase anything new--a recycling project!). We brainstorm on the chalkboard ideas of possible projects so they will have a starting place. They may have help from other family members but must do the majority of work themselves. I give them the assignment on a Friday, to be due 10 days later (this gives two weekends for parents to find time to help--a necessity for most of us as parents!) Continue recording on videotape as the students individually present their project to the class, explaining the materials used and construction process, stage for which the toy is appropriate, and safety considerations. The creativity is fascinating, as is the variety. (Examples include sock dolls, sock or glove puppets, books with shapes and colors, drums from plastic containers and coffee cans, yarn and spool dolls, telephone made from square tissue box, yarn and toilet paper cardboard roll, wooden toys, box blocks, etc.). The videotape, posters and home-crafted toys make great displays for open house. The students enjoy showing off their creativity and explaining how they helped on the posters.

FHA/HERO: The students may keep their toys or present them to a daycare center or kindergarten class. We sometimes read to or observe the kindergarten students, and they often enjoy receiving the toys from those "big kids" who watch them in physical education class. Students could observe the children playing with their toys and report what they learned about children or toys during the experience.

Assessment

Accuracy of the posters and the information given during the demonstration of the home-crafted toy can be assessed. Another possibility is to put pictures of toys (or the real thing, including toys you or the students bring and the home-crafted toys the students made) around the room and ask students to identify the stage for which the toy is appropriate and to evaluate features for safety at different stages.

The students could also cut out pictures and descriptions from the catalogs of toys that they have owned/played with and write papers about their experiences with those toys. Each paper should discuss the stimulation, safety, and durability of the toys and critique the written catalog descriptions accompanying the toys, incorporating consumer decision-making skills. Did the toy live up to the claims made? If they had to buy a gift for a child, spending their own money for the amount stated, would they select this toy? Why or why not? If not, what would they select instead and why? As an alternative, students could videotape and critique toy commercials on TV.

The students could create videotaped commercials trying to sell their home-crafted toys,

including safety and stage-appropriateness information, with points given for creativity and each selling point they make. Shy students could be silent assistants who hold the products for their more gregarious partners who do the speaking, as long as they each write their own commercials. These, too, could be on display for open house. (What parents are going to want to miss seeing their children on TV?)

Resources

Hausafus, C. O., & Brix, T. L. (1990). Child's play (Birth to 10 years). Ames, IA: Iowa State University Bookstore.

No-choke testing tube. (1992). Toys to grow on [Catalog]. (Available from Toys to Grow On, P.O. Box 17, Long Beach, CA 90801)

Comments

Our school sends out a monthly newsletter and has a school page in our weekly newspaper. Whenever my supply runs low, I include a request in the newsletter and newspaper for mail-order catalogs and magazines. I usually get enough to last two or three years! I also use this method to get used margarine containers, ice cream buckets, etc., for sending home leftovers, for use as storage containers, for making toys, and for a variety of other purposes.

Elizabeth Hein

FOCUS ON THE FUTURE

Explore family and consumer education related careers (e.g., job titles, responsibilities involved, characteristics needed, work environment).

Objectives

Describe important aspects of family and consumer education careers.

Determine the best way to market one family and consumer education career in a given environment.

Rationale

This activity is designed to promote awareness and exploration of the many careers related to family and consumer education. At the middle school age level, students are very interested in career choices for their future. Family and consumer education is a greatly expanding area that could be of interest to many.

Experience(s)

At the beginning of the semester, the teacher creates a prominent bulletin board display in the classroom area that features job titles of many careers related to family and consumer education. Suggested titles might include, "Focus on the Future," "Forming the Future for Families," or "Do You See Yourself in Family and Consumer Education?" The bulletin board is pointed out to the students and they are told they will each have an opportunity to explore a specific career and create a bulletin board to share with the class.

Working in pairs, students choose a job title and are assigned a date when their bulletin board must be displayed and presented to the class. Students research their career choice for information related to educational background required, responsibilities involved, personal characteristics needed, and work environment. They then design a bulletin board using their information and put it up in the designated area. For a portion of a class period, the students who prepared the bulletin board share their findings regarding their career choice with the class.

Depending on class size, career bulletin boards would probably be changed and discussed every two weeks.

Assessment

Evaluating the information collected and the bulletin board presented could serve as an assessment of individual work. The students also receive a score on their presentation of the career material to the class.

At the end of the semester, students could write a paragraph about the career choice that interested them the most.

Resources

Careers. (1991). Ames: Iowa State University. (Available from College of Family and Consumer Sciences, 124 MacKay Hall, Iowa State University, Ames, IA 50011-1120)

Craig, B. L., & Miles, J. B. (1992). Careers in home economics. Saint Paul, MN: EMC.

Torrie, M., & Schultz, J. B. (1990). Marketing home economics programs: Handbook for home economics teachers (#427). Macomb, IL: Curriculum Publications Clearinghouse.

Kathleen Lenth

WHO, WHAT, AND WHY HOME ECONOMICS?

Explore family and consumer education related careers (e.g., job titles, responsibilities involved, characteristics needed, work environment).

Objectives

Define home economics.

Describe the work of a home economist.

Give examples of jobs in areas related to home economics.

Rationale

Exploratory home economics is taught for one semester every day to all grade 8 students in our junior high. The course has no prerequisites. It serves as an introduction to various elective courses that are taught at the high school level, grades 9 through 12. Basic family and consumer life skills are introduced and developed. They form a basis for career development at advanced educational levels.

Experience(s)

The first day of class students tell something about themselves and tell about one chore or responsibility they have at home that they like to do and one that they dislike. I introduce myself by writing my name with CHE after it on the board. I show them my framed certificate on the wall and explain what those initials stand for. We discuss the work of a home economist.

Next we discuss the message communicated through a bulletin board display about home economists or the messages of the various Iowa Home Economics Educators for Progress (IHEEP) career posters displayed in the room.

Using Iowa State University's middle school curriculum unit on careers in home economics, we discuss what home economics is and how it benefits everyone. We read, discuss, and formulate a definition of home economics. We then look at course offerings in home economics for grades 9 through 12 at our local high school.

Students then give reports about program and course offerings in the College of Family and

Consumer Sciences at ISU as well as home economics offerings at area community colleges, selected area private colleges, and out-of-state colleges. Students share and discuss information about program offerings, the kinds of home economics careers available, job descriptions, characteristics needed, and other information of interest to them.

Finally we discuss how each of them can use what they learn in home economics as a basic life or survival skill.

Assessment

We do an oral activity called "Processing." Students are given time to reflect and share their thoughts about the activity.

- What is home economics?
- How does home economics prepare one for life? for a job? for work and family?
- Which home economics careers or home economics areas were your favorites? least liked?
- Do you know any home economists? What are their home economics careers? Which professionals and workers use home economics topics in their work?

Students are given home economics career pamphlets to take home and share with their families. These can be signed by the parents and returned with the students. In addition, questions and comments offered by students during their sharing time can be considered.

Resources

Careers. (1991). Ames: Iowa State University. (Available from College of Family and Consumer Sciences, 124 Mackay Hall, Iowa State University, Ames, IA 50011-1120)

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Comments

During the semester, share or display magazine articles about people in home economics. Have guest speakers share their home economics backgrounds. As a teacher, wear buttons and badges that promote home economics.

Rosemary Pacha

BE YOUR OWN BOSS

Explore family and consumer education related careers (e.g., job titles, responsibilities involved, characteristics needed, work environment).

Objectives

Describe some entrepreneurial family and consumer education careers.

Implement one small-scale simulation of an entrepreneurial family and consumer education career.

Practice human relations, leadership, and organization skills needed for entrepreneurial businesses.

Rationale

This activity can be team taught by home economics and business teachers. The work ethic, communications skills, and interpersonal skills that high school graduates are taking to the job market have been under fire by employers. This experience could help students to improve these skills and encourage thoughts about future careers.

Experience(s)

Students are divided into groups to explore ideas for a group project work experience. All students are to be equally involved and to find something they can do that is a challenge to their present skills. Discuss resources, such as time available during the school day, talents, commitment, equipment available, other persons we might need for help, etc. Also discuss costs and what to do with finished products. Student teams are asked to explore these issues and to make up a survey of interest for parents, administrators, faculty, three or four fellow students, and at least two people in the community.

The students return with surveys and many ideas, the ideas are discussed, and each group chooses an idea to implement. (My class decided to call their projects "Fall Funnies For Favorite Folks!") Some ideas include: sell happy messages; sell a box of hand-dipped fondant, stock made or personalized; services; or a handmade craft.

Groups divide responsibilities among members by times available, abilities, and personal choice. Group responsibilities include sales, posters, ads for paper, order forms, order

processing and collection, method of packaging (if appropriate), delivery schedule, and record keeping of income and expenses. Advertisers may use print shop to set up slogans and reproduce them. Work with administration and school secretaries to determine costs and supplies as well as time and work schedules for keeping up with demand. Product makers should find recipes or directions, try them out, perfect them, purchase supplies, and set up work schedules.

Assessment

Use written responses and discussion to evaluate the project. Questions could include the following: What was the most important thing you learned about yourself from this project? What was the most exciting thing about working together on this project? The most frustrating? How do you feel about carrying out these responsibilities? If we could plan the project over, what would you change? What feedback about the project did you get from the customers you sold to?

Resources

Baecher, C. (Ed.). (1989, June/July). Guide to earning money. Penny Power: A Consumer Reports Publication, pp. 26-29.

Baecher, C. (Ed.). (1992, April/May). Money talk: Any tips on how to start a business and what to sell? Zillions: Consumer Reports for Kids, p. 11.

Fanslow, A. M., & Compton, C. W. (1982). Entrepreneurship: A senior high school home economics career exploration unit. Ames: Iowa State University Research Foundation. (ERIC Document Reproduction Service No. ED 205-722)

The Learning Seed (Producer). (1992). Be your own boss: Start a business [Videotape]. Lake Zurich, IL: Author.

Comments

Students discussed and handled feelings and progress as they worked together, therefore it wasn't a surprise when they stated they had learned you need to handle working problems as they occur and through proper channels. The faculty members acted as facilitators, mediators, and transporters but tried to keep it a student centered project. The students found it to be very enlightening and decided in the end that their theme should have been "I get by with a little help from my friends" as they had to recruit some extra hands. They paid them off with non salable products.

Marilyn Leerar

CHECKING OUT MERCHANDISE CLUBS

Examine spending practices in relation to needs, wants, decision-making skills, choices, and values.

Objectives

Describe how merchandise clubs operate.

Identify similarities and differences found in various types of merchandise clubs.

Compare the cost of joining a merchandise club with the cost of purchasing the same merchandise locally.

Rationale

Teenagers often are tempted to join music, video, and book clubs. Many of these clubs lure the teens to became members by initially offering free merchandise if they will sign up to join the club for one year or more or if they purchase several other items at regular club prices. Sometimes the clubs do give teenagers a good source for tapes, compact discs, and videos that they want. But often, hidden shipping costs and other commitments are listed in small print, and these could be ignored by readers of the ad. I have found that this is an activity middle school students enjoy because they are beginning to have control over some of their own spending, and the ads for tapes and videos are interesting to them to work with.

Experience(s)

I introduce this activity by asking the students if any of them belong or have belonged to a merchandise club. Usually no hands will go up. Then I explain that this includes record clubs, tape clubs, and video or book clubs, and I show some ads that I have clipped from popular magazines and newspapers. I ask each student to bring in an ad from one of these clubs. These ads may be obtained from magazines at home, from the school library, or from a supply the teacher has collected throughout the year.

During the next class period, students turn in their ads, and I spend a few minutes explaining the purpose of the class. I also ask how many of them have thought about joining a merchandise club and let several students express different points of view about them. The class is divided into groups according to the types of clubs to be explored. In

the groups, the students look at all of the ads brought in and compare the different features and aspects of the clubs. They are asked to fill out a chart with the following comparisons:

Name of company
Initial commitment of money
Length of time you must join
Number of additional purchases required
Cost for postage and handling per selection.

Then the students in each group try to come to a decision about which club offers the best services and selections for the money. I have them actually make product selections and report back to the class on which club they decided to join, the cost for the initial outlay, and the total cost for the rest of the membership. After all the groups have reported, we summarize on the chalkboard the reports by listing the similarities and differences found among the clubs. Each person in the group is asked to do some independent research and find out the cost of purchasing similar records, tapes, or videos in the local stores. Discuss the pros and cons of purchasing via club memberships or via local stores.

I finish this activity by having the members of the class design a short survey to give to parents and other teens to learn about their attitudes toward merchandise clubs or purchasing locally. I usually require that they have five questions in the survey. We draft these questions together. Each class member copies them, and their final assignment is to get the opinions of at least five people outside the class, including their parents. The next day, when they bring in their survey results, we compile them quickly and summarize the total experience.

Assessment

For assessment, I use the charts that were filled in by the students individually, the completed surveys that they gave to non-class members, and group participation in class.

Resources

Baecher, C. (Ed.). (1990, February/March). Mail order miracles: Too good to be true? Penny Power: A Consumer Reports Publication, pp. 18-21.

Comprehensive guide for exploratory home economics programs. (1984, May). Columbia: University of Missouri, Instructional Materials Laboratory.

Webb-Lupo, A., & Gill, J. (1989). Financial fitness activity workbook. Bloomington, IL: Meridian Education Corporation.

Julie Larsen

FINANCIAL FITNESS

Examine spending practices in relation to needs, wants, decision-making skills, choices, and values.

Objectives

Identify direct costs of alcohol use.

Determine societal costs of alcohol abuse.

Rationale

Current trends indicate that students are beginning to misuse and/or abuse alcohol by age 10. We must consider the financial impact on these students and their families and help them recognize long-term effects of current choices.

If students do the research and present the results to their peers, they can draw their own conclusions.

Students gain confidence and refine communication skills when doing research and presenting projects.

Experience(s)

Have students collect prices for alcoholic beverages from newspapers and grocery stores. Compare these prices to those of nonalcoholic beverages (e.g., soft drinks, flavored mineral water, fruit juice, milk).

Interview employers regarding work productivity of suspected alcohol abusers.

Follow up with contacts with local treatment agencies and hospitals to discover alcohol treatment costs for both inpatient and outpatient services. The instructor or students could write letters, or representatives from these agencies could visit with the students.

Contact the Iowa Insurance Commissioner to determine how most insurance companies cover alcohol-related illnesses and treatments.

Invite a local police representative to talk with the students about fines and jail sentences

for both teens and adults who break laws relating to alcohol.

Contact a large hospital to determine the costs of various alcohol-related illnesses, especially liver transplant costs.

Have all students combine their information and discuss the short- and long-term financial impact of alcohol abuse in terms of job, family, and self-concept, as well as the effect on society.

Assessment

Student research could lead to significant accomplishments. Skill development in interviews, presentations, and interpretation of results could also be of significance.

Resources

American Automotive Association. (1990, July). Operating while intoxicated or drugged: Iowa's OWI law. West Des Moines: Iowa Department of Transportation.

Baecher, C. (Ed.). (1990, April/May). What if they want me to drink? Penny Power: A Consumer Reports Publication, pp. 26-28.

Sunburst Communications (Producer). (1990). When you live in an alcoholic family [videotape]. Pleasantville, NY: Author.

Comments

This could be used as an FHA Financial Fitness project.

Paulette Madson

DASHBOARD DINING

Examine spending practices in relation to needs, wants, decision-making skills, choices, and values.

Objectives

Collect data from peers about convenience store food purchases through a questionnaire.

Compile and categorize data.

Analyze the nutritional adequacy of convenience store foods consumed by students.

Determine alternate food choices based on individual needs.

Rationale

Adolescents consume the greatest proportion of their food by "grazing." Local convenience stores are often breakfast stops, even when parents drive their children to school. Food items that can be held in one hand and beverages in another are what we see youngsters consuming.

Experience(s)

Direct the students to design a questionnaire that they will use to poll other students in school as to the types of food they eat over a three-day period. Star those food items that are obtained from convenience stores. Indicate the cost of convenience store items.

Compile the results of the survey to give information on the top three items and beverages purchased from convenience stores. Take an average of the money spent per day.

Use a nutrition analysis computer program with all the food items listed. This could indicate the nutritional deficiencies of the current choices. Review the requirements for a healthful food intake.

For homework, ask each student to go to a convenience store and record the cost of choices that will improve the nutrition in the daily diets of three students polled. Compare costs to original choices made by the students. Discuss.

Assessment

Give a point for each of the following:

The questions formulated for the questionnaire

The accuracy of the math skills used in compiling the data

The report brought back to the class on the food choices, their costs, and the reasons the items were selected

Resources

Baecher, C. (Ed.). (1990, October/November). Everything you've always wanted to know about Twinkies. Zillions: Consumer Reports for Kids, pp. 8-9.

Learning Seed (Producer). (1986). What did you eat yesterday? [Computer program]. Lake Zurich, IL: Author. (#57APPLE or #57IBM)

Comments

This would be an excellent FHA Financial Fitness project.

Phyllis Rekemeyer

SPENDING MONEY

Examine spending practices in relation to needs, wants, decision-making skills, choices, and values.

Objectives

Use systematic method for record keeping.

Differentiate between needs and wants.

Determine how individual choices affect other members of the family.

Give examples of values that have influenced your use of resources.

Use a decision-making process.

Determine how to reach short-term and long-term goals.

Rationale

Most early adolescents spend money. Many do not keep systematic records of income and expenditures, a skill needed as an adult. Often early adolescents spend their money on nonessential items and do not learn the skill of making hard choices that adults often face. Systematic record keeping, long-term and short-term goal acquisition, and determining how their individual choices affect not only themselves but others in their immediate and larger environment are the essential objectives of these activities. The length of time may vary according to the depth of learning desired.

Experience(s)

I designed a record of money spent and received modeled from the form used in recording checks. I made the following columns: date, description of action, expenses, income, and balance. The top three-fourths of the page was for cash-on-hand and the bottom was for savings. I glued the 8 1/2" x 11" record sheet on a brown envelope of that size. Inside were two small white envelopes in which to keep money, labeled cash-on-hand and savings. I had printed and cut out yellow, green, and white Monopoly-like bills of $1, $5, and $10 respectively. I kept a cash box for extra paper money.

I designed five case studies (number depends on size of class; not more than four or five students with the same case study) that described teenagers and their families. I also determined the amount of money in both accounts (cash-on-hand and savings) that each teen would have in the beginning. Two examples follow:

> Susie Cheny lives with her mother, Dorothy, and her stepfather, Robert Goldberg. Her father sends her mother $100 per month for her expenses. Susie's allowance is $5 per week, and she can spend it as she chooses. In addition, she has a paper route from which she earns $10 per week. Susie has $5 cash-on-hand and $25 in savings.
>
> The Smith family include Mrs. Smith; John, age 13; and Joe, age 6. John does not get an allowance but has to ask his mother for money as needed. Mrs. Smith is a secretary. John has no cash-on-hand and no savings.

Teens can be from families of different income levels, occupations, ages, and number of family members.

All students are given their own case families. They are the teens in their case families. All experiences for them will stem from their particular family situations.

Besides the case studies, I also designed problems related to the concepts I was trying to teach. The following are problems based on needs and wants (example 1) and short-term and long-term goals (examples 2 and 3):

> 1. You have a report due in class on Monday and the teacher asks you to turn in the report in a folder. The folder costs $1. What will you do? If you buy the folder, which envelope will the money come from? If you do not choose to buy the folder, what will you do? (Any money spent returns to the teacher's cash box; income comes from the same cash box.) Now, record the transaction, if any, on your accounting sheet.
>
> 2. You have been offered a baby-sitting job on a regular basis for the school football games. There are eight games this year, and you know you could earn approximately $10 for each one. The time commitment is usually Friday nights from 5:30 to 10:30 or 11:00 p.m. What will you do? Why? How does your decision affect your family? You? If you accept, you will earn your first $10 this Friday.
>
> 3. The sign-up sheet just went up for the class ski trip. The cost will be $80 per student. Do you hope to go? Will you talk to your parents about it? Would you be willing to pay all of your way or part of it?

The better you know your students and your community, the more the problems can relate to them. Each teen makes the decision in the context of his/her family individually. The students could be divided into groups of like or different families. After each group makes

its own decision, students could discuss the following:

What did they decide?
How did they decide?
Why did they decide this way?
Who influenced their decision?

If it is possible to have some students use written information in their decision making, that would be GREAT. If they get to understand not only their assigned family but other families as well, that is a plus. The experiences can go on as long as time, the creativity of teachers, and the interest of students will allow.

Assessment

Divide class into groups of four or five with a person from each different case family in each group. Each group is to prepare a skit on one of the concepts covered (needs and wants, goals, short-term and long-term planning, or decision-making). Include all members of the group in the skit. The group will discuss decisions made in one problem selected from those done in class. The skit will be presented to the class. Group members need to be prepared to answer questions from other class members about their skit.

A second assessment device might be a one-page review of what students learned. They could be assigned one point for each reasonable concept clearly articulated.

Resources

Money mechanics: Record keeping (Pm 934a). (1990, June). Ames: Iowa State University, Cooperative Extension Service.

Money mechanics: Communication (Pm 934b). (1987, October). Ames: Iowa State University, Cooperative Extension Service.

Money mechanics: Spending plans (Pm 934c). (1987, July). Ames: Iowa State University, Cooperative Extension Service.

Money mechanics: Savings and investing (Pm 934k). (1990, June). Ames: Iowa State University, Cooperative Extension Service.

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

The spending game (Pm 1103). (1990). Ames: Iowa State University, Cooperative Extension Service.

Frances M. Smith

GUESS JEANS QUALITY

Establish criteria for consumer decisions (e.g., services and products related to activities, transportation, and apparel).

Objective

Judge jeans in relation to price and quality.

Rationale

Teen consumer power is stronger than ever because of part-time jobs, more generous allowances, and the increasing number of two-income families. Young Americans are shopping without their parents more than before and have greater choices than ever. The purpose of this activity is to help students get the maximum value from the money they spend on clothing.

Experience(s)

Before the class, the teacher might borrow from local department stores jeans of different brands, noting prices and qualities.

A fun activity for an introduction and to make students more aware of different brand names is to make a chart illustrating special logos and unique pocket stitchings of different brands of jeans. See resource list for additional information about jeans.

It is also interesting to give the students some jean "facts." All jeans cost about $10 to make:

- $6.00 Denim fabric
- $1.00 Buttons, rivets, thread
- $1.40 Salaries and benefits for sewing machine operators and designers
- $2.50 Overhead: cost of electricity, rent, maintenance, packaging, shipping and transportation, and taxes.

Styles with "extras" cost more. Manufacturers sell jeans to retail stores for about $16. The $16 wholesale price leaves the manufacturer with $6, of which $.30 goes to advertising, $.80 to marketing, and about $1.30 to pay salespeople and other costs. Most jeans makers average $3 to $5 profit per pair. More than 60 million pairs of jeans are sold per year.

-An average pair of button-down jeans requires 1 3/4 yards of denim, 213 yards of thread, five buttons, and six rivets
-It takes 14 minutes and 40 separate steps to make a single pair of jeans

Next the class will discuss quality. A teacher-provided handout on quality would be helpful. The students will create a chart for judging the quality of jeans. Items to consider include fabric, construction, waistbands, zippers, fasteners, and reinforcements.

In groups of three or four, students evaluate one pair of jeans using the chart they created. Then the jeans are rotated until all groups have evaluated all jeans.

To summarize the lesson, students tally the results on an overhead transparency. Then they discuss other factors that influence jeans choice, such as price, fit, care, and styling. Finally, a secret ballot for the jeans of their choice could be cast and tallied.

Assessment

The students' jeans charts could be turned in for an evaluation of completeness and accuracy. Student participation could also be observed and recorded. Another alternative would be to have students write a one- or two-paragraph essay summarizing what they learned.

Resources

Baecher, C. (Ed.). (1991, August/September). The lowdown on jeans. Zillions: Consumer Reports for Kids, pp. 25-27.

Foster, J. A., Hogan, M. J., Herring B. M. & Gieseking-Williams, A. G. (1990). Creative living: Basic concepts in home economics. Peoria, IL: Glencoe.

Mulvey, E. (1988, September). Blue jeans: What you're really paying for. Scholastic Choices, pp. 20-21.

Mulvey, E. (1988, October). Quality clothing: What does well-made mean? Scholastic Choices, pp. 25-27.

Zaffore, K. (1987, March). Blue jeans--the all-American all stars. Current Consumer & Life Studies, pp. 16-18.

Comments

This activity could easily be expanded into an FHA Financial Fitness project.

Lois Mincks

I HAVE AN IDEA

Establish criteria for consumer decisions (e.g., services and products related to activities, transportation, and apparel).

Objective

Select fabrics appropriate for beginning sewing projects.

Rationale

Many early adolescents are impulse buyers. When faced with the task of purchasing fabric, they tend to select fabric based on its appearance rather than on its characteristics. As a result, they often purchase fabric with characteristics that are difficult for beginners, and thus they have an unsuccessful sewing initiation.

This experience can be used in the sewing lab. Prior to the experience, the students define the following fabric terms: firmly woven, loosely woven, knitted, medium-weight, lightweight, heavyweight, printed designs, plaids, fabrics with nap, fabrics without nap, and solids.

Experience(s)

In preparing for this experience, I carefully select and organize my fabric samples into positive and negative examples. I prepare at least two for each of the following positive exemplars: woven fabric, firmly woven fabric, solid-color fabric, small-print fabric, medium-print fabric, fabric without nap, medium-color fabric, dark-color fabric, and medium-weight fabric. I also prepare at least two for each of the following negative exemplars: knitted fabric; loosely woven fabric, large-print fabric, plaid fabric, fabric with nap, light-color fabric, lightweight fabric and heavyweight fabric. Finally, I plan the sequence for the presentation of the samples.

First, I introduce the concept by saying, "I have an idea. I have some fabric samples that I am going to share with you. Some represent my idea (concept) and some do not. I will label those that do as YES and I will label those that don't as NO." I have a bulletin board that is divided into two columns, one labeled YES and the other labeled NO. I hold up several fabric samples, one at a time, and pin them in the appropriate column. After presenting several of the samples, I ask the students if they have any clues what my ideas are. I have the students focus on how the YES examples are similar to each other and how

the NO examples differ from the YES examples. Using a piece of newsprint with columns labeled YES and NO, I write characteristics mentioned by the students in the appropriate columns. I continue to hold up one example at a time, asking the students if it is a YES or a NO and why they think it is, until all of the essential attributes are identified. The students, as a class, come up with a definition of the concept based on the attributes. I cross out any of the attributes that no longer apply as the students formulate their definition of the ideas or concepts.

Second, I hold up additional samples and have the students label them as YES or NO examples and state why. I continue to hold up samples, one at a time, until the students are able to identify and name the concepts. I change the wording on the bulletin board from YES and NO to GOOD FABRIC CHOICES and POOR FABRIC CHOICES. I then ask the students to identify other examples of good and poor choices of fabric for beginning sewing projects by looking around the room at what they are wearing.

Third, I lead a discussion about how students arrived at their decision about the concepts. I use questioning techniques to guide the discussion. Possible questions include: What did you think the concept was at the beginning? Why did you believe this? What attributes did you need to focus on? What changes did you have to make in your hypothesis? (See Joyce and Weil under resources for additional information about the Bruner Model of Concept Attainment).

Assessment

Fabric Selection Quiz--The students break into cooperative groups of two or three. Each student is given a fabric selection worksheet and one numbered fabric swatch. The student records on the worksheet whether the swatch is a good fabric choice or a poor choice for a beginning sewing project and why. Fabric swatches are rotated until all students have evaluated all fabric swatches.

Teacher Observation--The fabric each student purchases to construct his/her project will be evaluated to see if the student selected a fabric appropriate for a beginning sewing project.

Resources

Design (Pm 1015). (1990, April). Ames: Iowa State University, Cooperative Extension Service.

Joyce, B. & Weil, M. (1986). Models of teaching (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Judge, S. (Ed.). (1991). Life management. Englewood Cliffs, NJ: Prentice-Hall.

Comments

After the activity is presented, I change the top of the bulletin board to read SELECTING A FABRIC and the bottom to read CAREFUL FABRIC SELECTION HELPS TO ENSURE SUCCESS. This provides a visual reinforcement of the concepts learned.

Barbara Dieck

THE BETTER BUY

Establish criteria for consumer decisions (e.g., services and products related to activities, transportation, and apparel).

Objectives

Calculate per unit cost of a product.

Analyze product packaging in terms of ecological impact.

Determine, with all things considered, which of two choices is the better buy.

Rationale

This activity examines spending practices and decision making skills. It also allows students the opportunity to exercise their newly acquired expertise in fractions and calculator use.

Experience(s)

Materials needed are 12 to 15 items that can be purchased in two or three sizes, e.g., breakfast cereal, coffee, salad oil, pizza. Choose food in different kinds of packaging, e.g., plastic, paper, glass. In addition, provide journal articles, pamphlets, and other information on recycling and the ecological impact of packaging. Arrange items at different sites in the room so students may spend whatever time is necessary visiting each site. They will need calculators, notebooks and pencils. They could work in small groups, in pairs, or individually. In the first exercise, students determine the per unit cost of comparable products of different sizes and put the information in notebooks. In the second exercise, students use information provided or other information available to research the impact of food containers on the environment and put the information in notebooks.

Each student or group of students, then, determines the best product choice for a particular situation (one of their families). Students need to be ready to defend their choices in a discussion following the unit pricing and evaluation.

After this activity and discussion, students are assigned to find and log 10 additional comparisons of their choices. Students are encouraged to enlist their parents' assistance for this assignment.

Assessment

Assessment can be based on notebook entries and observation during discussion.

Resources

A consumer's wrap-up on packaging (Pm 1449). (1991, November). Ames: Iowa State University, Cooperative Extension Service.

Create a home recycling center (Pm 1438). (1992). Ames: Iowa State University, Cooperative Extension Service.

Guide to the three Rs: Reduce, reuse, recycle. (1991, May/June). Garbage, pp. 44-45.

Holmes, H. (1991, March/April). Recycling 101, Q & A. Garbage, pp. 38-42.

Largen, V. L. & Bence, D. L. (1992). Guide to good food. South Holland, IL: Goodheart-Willcox Company.

Ruth Owens

ENVIRONMENTAL PERSUASION

Demonstrate household safety and conservation practices.

Objectives

Realize that each person can make an impact on the environment.

Illustrate and explain helpful environmental practices.

Inform others of conservation possibilities.

Rationale

Students need to be more environmentally aware. They must be convinced that they can make a difference. They must discover what parts they can play in the plan of conservation. The material here would take three or four days depending upon the students' prior knowledge. This could be part of a much larger unit or part of a great interdisciplinary unit.

Experience(s)

Supplies needed: large, sponge-type ball; open area; a handout with the letters of the alphabet; crayons, markers, and colored pencils; large oaktag, drawing paper, or newsprint; and masking tape.

A. Introduce conservation and assess what students know with a short discussion. Be sure they know that the term "environmentalist" refers to someone dedicated to preserving the natural environment.

B. Play the "Environmental Persuasion" game as follows:
Use a large, spongy ball (Nerf). Play in the gym or in a large cleared area. Begin by setting boundaries so the game will not be impossible or get out of hand. One person is "It" and has the ball. "It" is an environmentalist trying to persuade others to help in his/her cause. The others are trying to avoid "It" and not cooperate. "It" tries to get people on his/her side by throwing the ball and tagging them. "It" can throw the ball but cannot move. When "It" tags someone, that person is "won over" to the environmentalist's way of thinking and must then help recruit others. The environmentalists must raise their hands so that they can be distinguished. The tagged

people may move around and tag others by throwing the ball. "It" still cannot move but may throw the ball to his/her environmentalists, who may move to get a better shot. Soon the multiplying effect can be seen. Eventually all will be converted. This shows how one person can indeed make a difference. Summarize with a discussion of what happened.

C. Have students work in groups of three or four to come up with rules for the "ABC's" of conservation in our environment (particularly at home). For each letter of the alphabet, students are to list a conservation rule that begins with that letter. (Example for C: Clean your plate.) Have students use resources available. Collect papers from the groups. Either read or have a student read to the class all the "A" rules the groups suggested. The class then discusses them and votes on which one is most readily implemented by middle school students. The recorder lists it. Continue reading and voting until the alphabet has been exhausted.

D. Assign each student (or have them volunteer) to take one letter and draw or create a poster depicting that rule. Some students may do more then one in order to cover the whole alphabet. Have the students present their posters to the class. Then hang the posters in a hall or other obvious place for the rest of the school to see. Students will be proud to display their work, and other students will be enlightened.

E. Conclude with a summary of how each of us can make a difference in conserving our environment. Every little bit is a step in the right direction.

Assessment

Through the discussion, the teacher will be able to tell if the students are grasping the concepts. The student-generated lists and illustrations will show understanding. Comments from the students and other school personnel will validate the lesson.

Resources

Baecher, C. (Ed.). (1991, August/September). Recycling. Zillions: Consumer Reports for Kids, pp. 5-7.

Dunn, M. D., & Peeler, M. Y. (1984). Living, learning, and caring. Lexington, MA: Ginn.

Earth Works Group. (1989). 50 simple things you can do to save the earth. Berkeley, CA: Author.

MacEachern, D. (1990). Save our planet. New York: Dell.

O'Brian, M. (1991). I helped save the earth. New York: Berkeley.

Recycling your clothes (Pm 996c). (1982, November). Ames: Iowa State University, Cooperative Extension Service.

Comments

The game is very active, which middle school students like. This would be a good lesson for youth groups or clubs, as well as for class. The Iowa Conservation Education Council (33 Curtiss Hall, Iowa State University, Ames, IA 50011) and the Iowa Department of Natural Resources (Conservation Center, R.R.1, Box 53, Guthrie Center, IA 50511) are very helpful and offer learning experiences for teachers and students.

Paulette Zeiner

A KITCHEN CAN BE A VERY DANGEROUS PLACE

Demonstrate household safety and conservation practices.

Objectives

Categorize common accidents that occur in the kitchen.

Demonstrate safe practices in the kitchen.

Rationale

Middle school students often think that accidents just happen. They need to understand that most accidents can be prevented. Accidents occur because of carelessness, disorganization, or a lack of knowledge about correct safety practices.

Experience(s)

Ask students to discuss accidents that have happened in their home kitchens. Determine what caused the accidents and whether they could have been prevented. What categories do the accidents represent (e.g., storage, improper use, prevention, hazardous materials)?

Discuss student ideas about being accident-prone. What types of people seem accident-prone?

Review kitchen safety information from a textbook or some other source.

Have the class develop a kitchen safety checklist and for two days have students rate their kitchens at home.

Have the students design a poster on safety in the kitchen. Display student posters in the halls or cafeteria.

Set up lab kitchens with many unsafe conditions. Have students go on a hazard hunt.

FHA/HERO: Have students first develop a kitchen safety lesson for a kindergarten or lower elementary class and then teach the class.

Assessment

Students could be asked how their homes rated for safety. What problem areas did they identify? Did these problems exist both days that the kitchen was rated? How will they improve these areas to make their homes safer?

The posters provide evidence of students' awareness of safety at home.

The hazards that the students identify in the hazard hunt can be scored by giving one point for each.

Resources

Domblewski, C. (1991). Teen living. Englewood Cliffs, NJ: Prentice-Hall.

Kelly, J., & Eubanks, E. (1988). Today's teen. Peoria, IL: Glencoe.

Reinke, R., Kister, J., Koker, M., & Tomback, R. (1990). Decisions about product safety: A teaching unit for home economics educators. Cincinnati, OH: Procter and Gamble Educational Services.

Jean Albinger

A ROOM DIVIDED BY TWO

Consider needs of others in sharing space, equipment, and other household items.

Objectives

Maintain positive personal relationships while sharing space/property.

Organize space/property for best use.

Rationale

Divorce and remarriage create new family groups that force children to become members of different family structures. Joining family members from two existing groups into one new family setting can be both a positive and a negative experience. Individuals who have not lived together before will be forced to share time, space, and equipment. This activity provides students the opportunity to work with another known individual sharing the use of resources and space to achieve personal needs related to housing.

Experience(s)

Divide the class into pairs, preferably of the same sex and give each pair an envelope containing the following information.

1. Sheet A--Case history

Mr. and Mrs. Smith were recently married. Each has an early-adolescent child. Stu Dent and Stanley Smith (or Judy Dent and Jane Smith) are moving with their parents, Mr. and Mrs. Smith, into a two-bedroom apartment. The early adolescents become acquainted during their parents' courtship and marriage. They are both 7th-graders and will now be attending the same junior high. Each is bringing possessions to the room they will be sharing. In addition, each one has been given $40 to spend in purchasing some needed items to make their new room more comfortable and usable for both of them.

2. Sheet B--List of previously owned possessions

Each student should make a list of five previously owned items that require some

amount of space to use or store. Personal possessions such as clothing, toiletries, and smaller items that can be stored in closets and drawers should not be included in this list.

3. Sheet C--Questionnaire: Your Own Feelings About Your Room

What do you think is important in a room? Make a list of your ideas. Then number them in their order of importance to you, with number 1 being the most important.

Order of importance:	A room should have:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Sheet D--Furniture provided

a. two twin beds
b. two bedside tables or stands
c. one chair
d. one chest
e. carpet
f. window treatment

Each pair of students will be instructed to discuss with his/her stepsibling the list of possessions being brought to the jointly-shared room and the list of what each perceives a room should have. The students may pool their finances and make purchases to be used by both of them or they may each use their finances only for their own desires. "Purchases" may be made for the room from a resource center that contains pictures and advertisements for furniture. Prices will be indicated. Each pair will have completed the following:

1. List of possessions each stepsibling is bringing to the new room.

2. One jointly prepared list of items (10 to 12) perceived as absolute necessities for the absolute existence of any normal, breathing 7th-grader.

3. List the cost of purchased items, total not to exceed $80.

Discuss with the class how decisions were made. These questions might be used to encourage discussions:

1. How did you decide on your list of personal possessions?

2. How did you decide what items were absolute necessities for the well-being and sanity of any normal, breathing 7th-grader?

3. Did you spend the allocated money separately or jointly?

4. How would you feel about sharing a room with someone who had just become a part of your family?

Assessment

Activity sheets A through D provide evidence of individual student work. Points could be given for each sheet. Students could give brief oral presentations about how their decisions were made.

Resources

Modest home makeovers (NCR 328). (1987, September). Ames: Iowa State University, Cooperative Extension Service.

Smith, F. M. (1986). Exploratory home economics for early adolescents. Ames: Iowa State University, Department of Family and Consumer Sciences Education and Studies.

Cynthia Barton

SPACE SHARING

Consider needs of others in sharing space, equipment, and other household items.

Objectives

Develop positive personal relationships while making decisions about sharing space.

Describe how to arrange furnishings to make living space functional and attractive.

Rationale

Developing the ability to plan and arrange a dorm room will help students recognize housing needs and wants. When the furniture arrangement in a room is both functional and attractive, the room is more pleasant for relaxing and working. Suggestions on ways to organize storage and ways to create different activity centers within a room may also improve the use of the living space.

Each class member has already designed a bedroom, drawn to scale, with indications for windows and doors, placement of furniture and specific traffic patterns. This new activity is an experience in sharing a room with someone else.

Experience(s)

The class is divided into equal-sized groups. Within each group, the members select a leader to keep the group on task and a secretary who takes notes.

At the beginning of the session packets are passed out to each group.

Packets contain the following:

A. Basic floor plan of a college dorm room, drawn to scale, showing windows, doors, closets, and any built-in furniture in the room

B. A set of templates, drawn to scale, of various pieces of furniture described in the problem case study.

C. A typical college room policy sheet indicating the college rules for the dorm

D. The problem to be solved: In the spring, Lynn and Joanne (or Bob and Max) will be sharing a dorm room at school. Each wants to have all her things with her. The room is furnished with two single beds, two dressers, two desks, two chairs, and bookshelves. Lynn (or Bob) has a rocking chair, a new microwave oven, a small dresser, a bookcase, a clock radio, and a stereo/CD system. Joanne (or Max) has a large dresser, two beanbag chairs, a floor lamp, a one-piece stereo unit, and a word processor. The room is too small to accommodate all their possessions.

Each group presents the following to the class:

A. A room drawn to scale showing placement of existing furniture.

B. Reasons for placement of this furniture.

C. Explanation of how the group decided what personal furniture would be added to this room.

D. Reasons why this decision is fair to both persons.

Assessment

A single-page review of what the student has learned. This is to be completed the next day after all groups have given oral reports.

A. What was the goal of your group?

B. How did you feel about the decisions your group made?

C. After listening to all the oral presentations, what changes would your make in your decision?

D. Why?

Resources

Clayton, N. (1990). Young living (5th ed.). Peoria, IL: Glencoe.

Modest home makeovers (NCR 328). (1987, September). Ames: Iowa State University, Cooperative Extension Service.

Strohecker, M., & Tippett, D. T. (1992). You: Living, learning, and caring. South Holland, IL: Goodheart-Willcox Company.

Lenora Fossum

THE CASE OF THE MYSTERY STAIN

Care for personal and shared equipment and living space (e.g., cleaning, storage).

Objectives

Determine proper care of clothing, including the removal of stains.

Predict the best method of removing stains from a garment using color, feel, smell of a stain, and information from the clothing care labels.

Rationale

As more families have two parents working, children are often given the task of caring for their own clothing, including doing their own or the family's laundry. Knowledge of proper care for clothing, particularity those garments that have been stained, can help the student complete the task with more success.

Experience(s)

After a basic discussion on clothing care, including sorting, removing stains, washing, and drying laundry, students will do a practical lab in stain removal. Different stations will be set up in the classroom with cleaning products for removing different types of stains, e.g. grass, grease, mud, fruit juices, etc. Students will have been given two squares of white cloth (an old sheet works well) and told to take them home and stain each of them with one type of stain. (Students may stain them at school, or the samples may be stained by the teacher before class).

The students bring their stained samples to class, each coded in permanent marker with the student's initials. All sample pairs are then exchanged, and each student takes a new pair to examine for stain removal. The students answer questions 1 and 2 on "The Mystery of the Unknown Stain" worksheet. They make preliminary judgments about the types of stains and then go to the stain removal stations for those stains. Stains from one set of samples are treated using products from the station chosen. All second samples are placed in the washing machine to be washed only in detergent. After stain removal agents have been applied to the first samples, these are washed in detergent and dried. The next day samples are compared and the types of stains are revealed. Using question 3 on the worksheet, students write evaluations.

Assessment

By stations, groups of students may create posters to illustrate stain removal procedures for their stain types.

Resources

Cleaning your clothes (Pm 980). (1988, September). Ames: Iowa State University, Cooperative Extension Service.

Quick 'n easy stain removal (Pm 858). (1986, December). Ames: Iowa State University, Cooperative Extension Service.

Comments

The entire lab can be treated as a mystery and the collected clues can help students determine appropriate stain treatments. Students really enjoy staining the samples themselves, and they do a very thorough job of it.

THE MYSTERY OF THE UNKNOWN STAIN

1. Evaluate your unknown stain for clues of its identity.

   A. Appearance
   B. Feel
   C. Smell

   My hunch as to the type of stain is _____

2. Use stain removal agents appropriate for the type of stain you believe you have.

   I used _____

3. Evaluation.

   A. The appearance of the stained cloth washed only in detergent is _____
   B. The appearance of the stained cloth that was treated with stain remover, and then washed is _____
   C. My type of stain was _____
   D. Other treatments I could have used are _____

Susan K. Martens

WHO CLEANS THE TOILET BOWL?

Care for personal and shared equipment and living space (e.g., cleaning, storage).

Objectives

Explore how different families approach care and cleaning of the home.

Determine tasks to be done daily, weekly, and occasionally in the home.

Accept responsibility for performing household cleaning tasks.

Plan a personal schedule of tasks for daily and weekly care of the home.

Rationale

Adolescents often believe that all households are run in a manner similar to their own. They need to understand that various families divide the tasks differently because of family makeup or lifestyle. Some students of this age still expect their mothers or someone else to do all the care and cleaning of the home. Accepting responsibility for their share of the household tasks helps the students grow and mature, and can lead to more harmonious family relationships.

Experience(s)

Group students by rooms, give them each five 3" x 5" cards, and ask them to list one cleaning chore on each card for that room. These include wash dishes, sweep, dust, hang up clothes, empty wastebaskets, wash floor, straighten magazines and pillows, wash clothes, empty garbage, and so on. The teacher also makes cards listing unusual cleaning tasks, e.g., clean the toilet bowl, clean pet areas. Collect cards and shuffle.

Five large sheets of white paper are taped to the wall or blackboard. The headings on the sheets read bedroom, bathroom, kitchen, living room/family room, and laundry. Each sheet is divided into three columns labeled daily, weekly, and occasionally. A stack of cards has been made of home care and cleaning tasks.

Students draw cards and decide in which room this cleaning task needs to be done. After class consensus, attach cards with tape to the sheets of paper on the wall in the appropriate

column, depending on how often the tasks need to be done.

The groups are now given a family case study. The size of the family and the number of families will be determined by the class size. Families will represent traditional and nontraditional types. Examples of families are as follows:

Case 1. A father, mother, 16-year-old daughter, 14-year-old son, and 71-year-old grandmother
Case 2. A father, mother, 12-year-old son, and 10-year-old son
Case 3. A grandmother and 15-year-old grandson
Case 4. A mother, 10-year-old daughter, 12-year-old son, and 15-year-old daughter
Case 5. A father and 13-year-old son
Case 6. A father, stepmother, 14-year-old daughter from the father's previous marriage, and 4-year-old son from the current marriage

Families decide on the division of home care and cleaning tasks for their family. Each family makes a presentation to the class explaining their family makeup and what tasks each member has agreed to do. (Who cleans the toilet bowl?) Discussion follows each family team's presentation. Do all family members do their fair share of the work? What is the teen's fair share of the tasks? Who does the unpleasant tasks?

Students are then given a task sheet and a letter to take home to discuss with their parents the daily, weekly and occasional cleaning tasks performed at their house.

The task sheet has three main parts and a place for the signatures of students and their parents. Part one asks students to explain what they feel are the daily, weekly, and occasional tasks for the care and cleaning of the home that will be their responsibility. Part two asks parents to explain what they feel should be the students' responsibilities. If there are differences, part three is for recording the compromise that the parents and the students agree upon. When both parents and students agree, then they sign the sheet. It is returned to school for credit.

Students prepare a chart with columns to check off the daily, weekly, and occasional tasks they will perform at home. The student will keep the chart for one to two weeks. At the end of two weeks, students will share results.

Assessment

Each student's participation in the presentation of his/her family group could be awarded a certain number of points. Points could be awarded for the completed task sheet with student and parent signatures. Later, the completed chart reporting tasks done for two weeks could be awarded points. Students could be required to write a summary paragraph about how their plans worked and any problems they encountered.

Resources

Clean living. (1991). (Available from the Hoover Company, 101 East Maple Street, North Canton, OH 44720)

The how to clean kit. (1986). (Available from Procter and Gamble Educational Services, P.O. Box 599, Cincinnati, OH 45201)

Patsy Marxen

MAKE OVER THE MESSIEST ROOM IN AMERICA

Care for personal and shared equipment and living space (e.g., cleaning, storage).

Objectives

Use positive organizational skills.

Participate in the responsibilities of shared space.

Organize personal and shared belongings and living space.

Rationale

The activity concludes a unit called "Management Skills--Getting Organized." It could be used after students learn about such topics as understanding resources, time and task management, study skills, and care of personal and shared belongings and living space.

This activity extends learning in school into the home environment and facilitates parent-student interaction on home tasks. The project can "sell" the school program to the home through parental involvement.

Experience(s)

Students develop systems for organizing classwork, as well as lockers and other school areas. As a group, they discuss ideas for home projects and how to get projects started. They try out one organizer and share results with class.

A COPY OF THE FOLLOWING ASSIGNMENT GOES HOME!

"Messiest Room" Assignment

In Life Skills class we have been studying time management, planning, organizational skills, and study skills. We have related the ideas to positive self-image and coping with normal stresses of life.

One of our objectives in this unit is to learn that we usually perform better, feel better, get along with people better, and function more positively when we have some organization

and management in our daily lives. Another objective is to increase personal responsibility for care of personal belongings and living space. Your cooperation is needed and appreciated for a home project with this unit. Your son or daughter is asked to complete two projects, one relating to shared space, another relating to personal space.

A. Organize and clean a shared space, such as a bathroom cabinet, a hobby corner, a VCR cabinet, an entryway closet, a kitchen cupboard, or whatever fits your needs.

B. Clean and organize some or all of his\her bedroom and private area. Ideas would be to clean and organize a dresser, shelves, closet, or study space. The project could include adding storage dividers, painting, rearranging, sorting belongings no longer needed, or just routine cleaning.

Whatever fits your home situation is acceptable. Your role as a parent is to oversee the project choices, provide assistance, and supervise as necessary. We ask you to write a summary comment and sign the student's report upon completion of the projects.

Each student must complete projects by _____

Thanks!! Call if I can help. Instructor_____ Phone_____

THE STUDENT COMPLETES THE FOLLOWING:

Part I: For each project, do the following:

1. Describe your project.
2. List your work in steps.
3. Design a schedule for accomplishing tasks.

Part II: Complete for each project.

Explain in complete sentences:

A. Explain what you accomplished.
B. Evaluate your work plan, e.g., changes, reasons for change.
C. Describe what you learned.
D. Describe your reactions and your parents' reactions to your project.

When Part I and Part II are completed, show them to your parents and have them add an evaluation of your work and a signature. Return report to school.

Assessment

Each student must present a signed parental note affirming each project's completion. Each student presents a personal description of plans and accomplishments of the project. Before and after

photographs or sketches can be used. A written assessment can be given, such as a paragraph in which students describe the steps necessary to clean and organize the "Messiest Room in America." The written quiz assessment would correlate with unit learning.

Resources

Baecher, C. (Ed.). (1989, April/May). Cleaning up. Penny Power: A Consumer Reports Publication, pp. 29-31.

Hartwig, D. M. (1979). Make your own groceries. New York: Bobbs-Merrill.

Home economics middle school resource guide: Helping early adolescents solve problems in caring ways. (1990). Columbus: Ohio State University, Instructional Materials Laboratory.

Liddel, L. A. (1989). Building life skills. South Holland, IL: Goodheart-Willcox Company.

Comments

Sometimes we have done this as a "Messiest Room Contest." The group decides on a system for awarding accomplishment points. The student or team with the highest score would earn an agreed-upon award.

This has been one of the most successful projects we have done. Parents have actually called me at home to express appreciation for an activity with a purpose or have mailed thank-you notes expressing the same. The greatest reward is the fact that the student can see a positive benefit upon completion of the assignment.

Additional FHA/HERO activities:

PROJECT HELP--Organize a project to improve the neighborhood around your school. Consider a litter project, a general clean-up or a painting project.

GIFTS OF TIME--There are occasions when you want to give a gift to a friend or relative. It is often difficult if you do not have money resources or if the person seems to have everything. One resource you do have is time. This may also be used as an FHA/HERO project for the elderly or needy. Frequently elderly people in the community need help cleaning and organizing some part of their home.

Madelyn Priebe